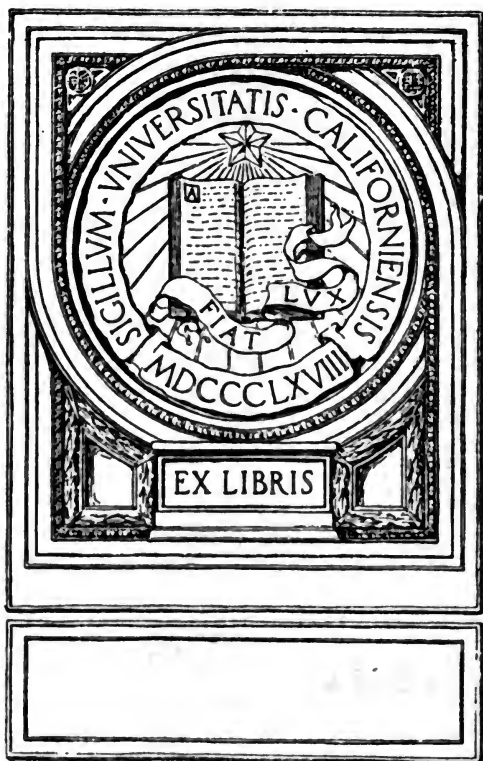


YOUNG BOYS
AND
BOARDING-SCHOOL

HORACE HOLDEN



Digitized by the Internet Archive
in 2007 with funding from
Microsoft Corporation

YOUNG BOYS AND BOARDING-SCHOOL

THE FUNCTIONS, ORGANISATION AND
ADMINISTRATION OF THE SUB-
PREPARATORY BOARDING-
SCHOOL FOR BOYS

BY
HORACE HOLDEN



RICHARD G. BADGER
THE GORHAM PRESS
BOSTON

UNIVERSITY OF
CALIFORNIA

Copyright 1913 by Richard G. Badger

All Rights Reserved

LC 47
H6

The Gorham Press, Boston, U. S. A.

TO THE
LIBRARY OF
CONGRESS

14
56

To my friend

F. C. W.

who awakened me to a new vocation.

PREFACE

This thesis was first written in 1908-1909 to satisfy required work in a graduate course at Harvard University, known then as "Education 3c." I was requested from many quarters at that time, to seek a publisher, but at the suggestion of the Faculty in the Department of Education, I have waited for a few years, and have revised the book in "the light of experience." I am sure that those gentlemen who are my very good friends, and who have not only been the avenues of instruction to me, but of great inspiration as well, hoped that a change would come over the "spirit of my dream," but I must frankly say, that however much in error I may be, my continued thought on the matter leads but to the conclusion that the educational opportunities for the classes, must of necessity be different from those of the masses. We must look at the question from a practical standpoint, and I am very sure that a form of education for the more favored of fortune that looks towards a democratic ideal and a patriotic support of the

institutions and traditions of America, must be infinitely better than any form that would thrust the boy into a heterogeneous environment, and expect him to emerge uninfluenced by such an association. Furthermore, I firmly believe that many hold not only this view of democracy themselves, but really think that a boy should be well-grounded in the "Three R's," although they may fear to acknowledge such an antiquated creed, in the face of the present-day public school curriculum, which, as any student of pedagogy will affirm, is general culture. The culture is proving deplorably "general" as he will observe who has the inclination to make exhaustive inspections of those schools that are considered our "best" grammar and high schools. I believe a re-action to this "spreading out" is now setting in, which merely supports my contention in respect to the curriculum. However, I should digress no further, as I do not assume the right to judge a system which I know merely from empirical conclusions. My thought and research lie in the hope of presenting a complete plan for the organisation and administration of a boarding-school for young boys, between the ages of seven and fourteen years. of a type known in England as the "preparatory" school, and in America as, inter-

changeably, the "Lower School," the "Junior Boarding-school," or the "Sub-preparatory School."

To do this, it has been necessary to consider at length the functions of the junior boarding-school, and then to base my educational plan upon a practical consideration of the actual class conditions existing in America to-day, and learned, not theoretically, but through a contact of several years with the business and financial world. I invite criticism upon the question whether this policy is not a wiser one, than the presentation of a plan founded upon some vague ideals which might serve a perfect, but very distant social community. The boy is a creature strongly susceptible to environment during his early years, so that, if it is his fortune to be born into the socially superior and directing classes, his inherited cultural polish need not be rubbed off—any more than active, red-blooded boy-life will, naturally, rub it off—by premature association with those outside his own social position. With the approach of maturity, when once his character has been formed, he may meet the world in all its various phases, and, in his university days, and even secondary school days, mingle with impunity among men of many minds and stations.

I do not wish to be condemned for setting forth a plan of education which will turn out an undemocratic citizen. I think democracy is, perhaps, in its ideal condition, a matter of level; but I do not think that a boy or a man needs to *descend* to someone else's level to become democratic, and as the boy favored by fortune has the advantages in the matter of level, he should be prepared to lead such a life, as to help the establishment of the ideal democracy, by drawing others up to his level. This means personal power, and elements of personal power are what the junior boarding-school should develop. I do not feel that this aim can be misconstrued, unless perhaps by that type of educator whom I have met with in print, one who seems to think that the private school has no right to exist at all. His notions are fixed, and argument is futile. For the present the boarding-school for young boys has a right to flourish, for it is responding more and more to an educational demand. As to its future, it all depends whether it improves or deteriorates. The man it seeks to mould, is the democratic aristocrat, one who is to become a great leader in the world, because he has learned to follow.

I have not found, in my own reading, a manual devoted exclusively to the matter of pre-

adolescents in boarding-schools, and so I am hoping, that this at least may prove to be a modest beginning towards a bibliography of the subject. If it can offer any suggestion of value to the few who are now so earnestly working, or planning to work, with the boy in boarding-school, I shall feel that its revision has not been in vain. Perhaps if there is any credit due me at all, I should only assume it for a compilation of the ideas and research of others, so frequently do I resort to quotations; and in the next breath I should have to petition the indulgence of the authorities quoted, as I am positive that I have been quixotic enough to use such fragmentary selections from their writings, as to considerably alter the authors' meanings. My interpretations certainly are individual, and I am willing to apologise in every instance where I have borrowed the research or expressions of others to amplify my own ideas, or to express some important fact in more graceful phrases than my own pen command. The theories from which all educational systems spring, before they bear the practical fruits, are quite as much in evidence in the early pages of this book, as though I belonged to that very class of theorists that I condemn, but I am hopeful that the reader may find something

of use, if nothing more than the stimulation of his thought, in the blossom of the book at least, without having to reach the very end in order to be satisfied that the subject is one worthy of deeper reflection than that which is usually given it. And further, I must ask the indulgence of American schoolmen, if they feel my attitude towards English education verges too closely upon an innuendo. We must be broad enough to realise that the English have been at this work for a long time, and should know how to produce results. I am sure that any American who has had the intimate life and work in English schools that it has been my privilege to experience, will not interpret my admiration of many of their methods as Anglomania. It is patriotism rather than selfishness that seeks the best for the American boy, and if some things that are best may be borrowed from England, evidently a trip across the Atlantic makes for the welfare of our junior boarding-school.

Thorndike says: "It isn't of any use for steam to just *be*: it must make wheels go. If it just . . . hisses and displays itself, it only wears out the boiler."¹ So the formulation of a plan for the operation of a school is mere hypo-

¹ Human Nature Club; Thorndike. P. 125.

thesis until put to the practical test. Then, if proven, and not found wanting, it may be accepted as educational principle. But without hypotheses, world-problems would never be solved, and the elementary boarding-school question is as vitally important to the few that it affects, as the public school issue is to the nation at large. The great aim and purpose of all elementary school practice, is to lead the child to find himself—to “self-discovery” as Froebel would say—but this result requires more than the school arts for its attainment, and it is my desire to prove in this thesis, that the junior boarding-school may offer in the best way for a certain number, the additional and essential fundamentals of education which find definition and discussion in the pages that follow.

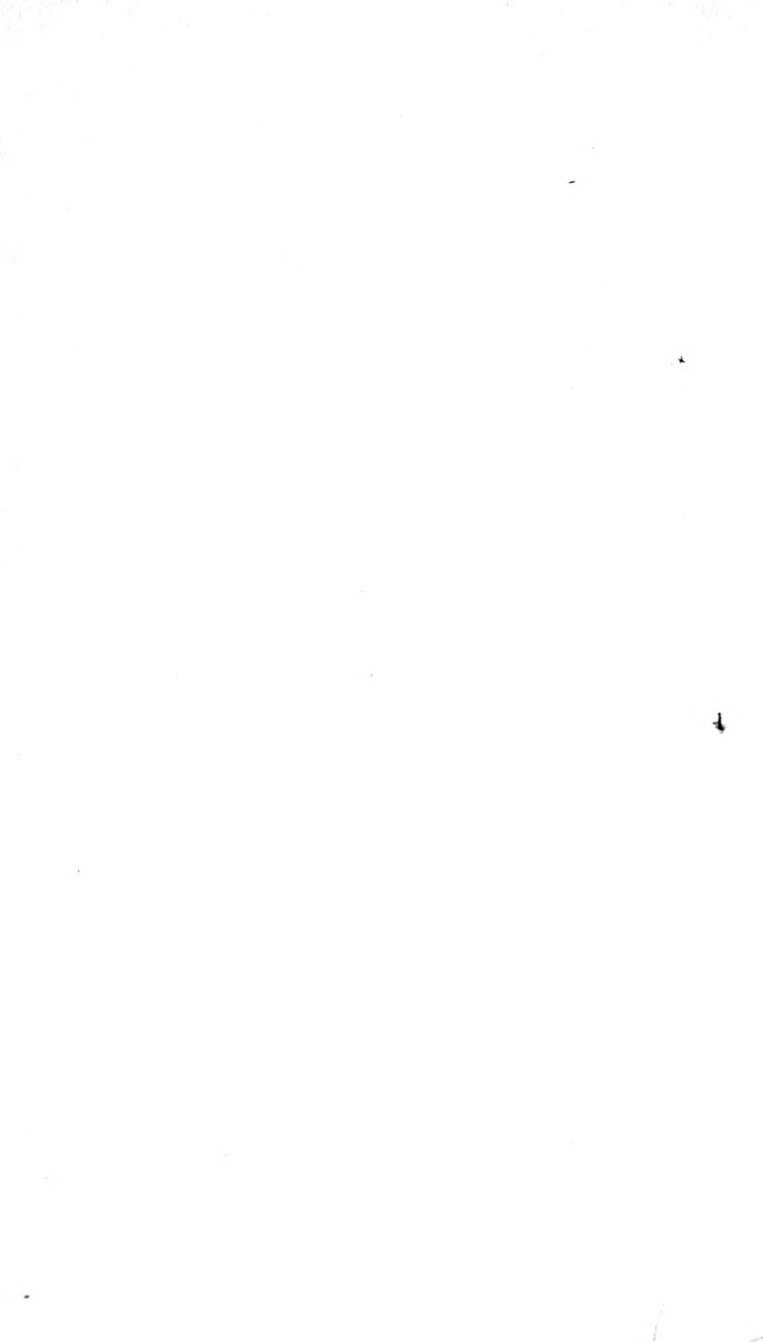
HORACE HOLDEN,
Director of Lower School.

*Morristown School,
Morristown, New Jersey.
September, 1913.*

CONTENTS

| | |
|--|-----|
| I. <i>The Lower School</i> | 17 |
| II. <i>The Boy from Seven to Fourteen</i> ... | 33 |
| III. <i>Physical Education</i> | 47 |
| IV. <i>Intellectual Education</i> | 58 |
| V. <i>Moral Education</i> | 66 |
| VI. <i>Social Education</i> | 82 |
| VII. <i>The Day's Work</i> | 91 |
| VIII. <i>The Curriculum</i> | 109 |
| IX. <i>The Personnel of the Staff</i> | 129 |
| X. <i>Location and Equipment</i> | 140 |
| XI. <i>The Economics of the School</i> | 150 |
| XII. <i>Special Problems in the School</i> | 159 |

YOUNG BOYS AND BOARDING-SCHOOL



YOUNG BOYS AND BOARDING-SCHOOL

I

THE LOWER SCHOOL

ONE view of Education, that of its externalised form, is the acquisition of knowledge; its inner aspect is development. But it is wiser to fuse, with a synthesis of both these phases, the clear, constant hypothesis that this word *development* shall not mean intellectual accretion merely, but shall include the building of character, the cultivation of poise and manners, and the production of a strong and healthy body as well. This fuller meaning of Education establishes it as a life-process under which the mental, moral, social and physical powers of the individual must be recognized as equally important, always interdependent, and one nature demanding the same degree of attention as another.

The school, as an institution in particular, gives the child his first systematised experiences of his education. Up to kindergarten age, if not beyond it, the boy has been under the fortuitous influence of the home. Then the first change occurs, and his concept of life broadens under

the unexpressed consciousness of the fact that he is by no means the single autocrat of the world. He begins to realise to some extent the mental tasks to be achieved, and he yearns—if unpampered and physically sound—for strength and build superior to comrades of his own age. At the age of seven he is neither moral nor immoral, but simply unmoral, and his character, like his body, his brain, and his bearing, is in the making. Hence the query: “How shall each of these be made the best?”

If the home environment is normal, so that the lad has that opportunity for country life which is every child's prerogative, and if the public school or the day-school of the neighborhood is reasonably good, the American parent is apt to assume that the problem of the boy is readily solved. Unfortunately, this happy combination of circumstances does not always obtain, for the home conditions frequently give the lad a most unsatisfactory influence and surrounding. The mother may be an invalid, the father irregular, domestic misunderstandings may have occurred, parents may be dead, and—worse than all else—the boy may be left first to the care of a nurse and later to the companionship of a chauffeur, or allowed the freedom of the streets. Perhaps the home may be in the city, where, for months

at a time, the lad has no chance for that kinship with nature so vital to his welfare—no fields to play in, no woods to roam, no hills to cover, no rivers to swim—nothing but the conventional activities and interests of the city with its perpetual rumble and rush, disturbing to even less sensitive adult life. Lastly, there are the disadvantages of the public school, or the private day-school, in town. To the restricted life of the latter, the former adds a distressing mixture of social classes acknowledged even in presumably democratic America. The discipline of the public school, however mechanical, is apt to be reasonably good. The building is frequently more sanitary and better appointed than the quarters of the private school, for the appearance of the institution is sure to be the pride of the community. Educational experiments flourish there for they may be tried out at public expense. From these the boy may benefit greatly, but it seems as if the services of the public school ended at this point. In the cities it is the centre of a juvenile mass being broken into “citizenship.” It is the home of “Ain’t’s” and “He don’t’s.” It is the court of a tired woman with fifty youngsters within her jurisdiction. It is the grave of individual development and spontaneity.

The private day-school is better, especially the one that is located in the country and draws its patronage from the city. The classes are smaller. The Mother Tongue is more courteously treated. Each boy has a chance to live, to expand, to learn. He has men for teachers no doubt; men who are alert to his interests and one with him in the daily life of the school. Yet with all these things in his favor, he still remains under artificial conditions the greater portion of his time.

The intellectual development that the private day-school and the public school both accomplish may be good; each makes an attempt at physical training; but in moral and social education they can not provide the constant environment that contributes to success in these directions, nor does the home, irrespective of how good its influence may be. The day-schools may try their best to cover the four sides of the boy's development, but the facts still remain that their supervision is not continuous and that they have no exact way of telling how widely the home authority extends. And so, in the period of maximum mental plasticity, in the years between seven and fourteen, when the foundation of a robust constitution should be laid, with the companionship of men whom he may love, the cardinal elements of education should reach the lad

through a boarding-school that realises the responsibility of being parent as well as teacher of the boy.

No institution has more cause for existence and a better right to be, than the boarding-school that can and does fulfil its obligations to the pre-adolescent lad. In this country, schools of this type at present are rare, and their organisation and administration may prove puzzling to the schoolmaster who is more or less the novice. But the elementary boarding-school has a wide future before it in America, providing American schoolmen are willing to learn from the examples set us abroad—especially in the English “Preparatory” Schools. In that country, among the many precedents established for the conduct of junior schools, two are of fundamental importance; viz, the absolute separation of the elementary from the secondary institutions, and reasonably small schools, in which the personal touch of the headmaster may be strong. In 1900 there were, according to Michael E. Sadler, over ten thousand boys in the four hundred odd preparatory schools of England; or an overage of twenty-five lads to a school.¹

¹ Special Reports to Royal Educ. Com. 1900.

Schools of this type can hardly be operated successfully and at the same time cheaply in America, where, for years, the cost of living has been advancing. Their charges then, are necessarily high, and it follows as a natural sequence that they must look for their patronage among the moneyed classes. But this is exactly the element that needs this manner of school, for any one who has watched the various phases of the boy problem, will admit that the boarding-school may find quite as much missionary work to accomplish with the neglected children of the rich, as the city public school finds to do with the neglected children of the poor.

The secondary school, which takes the boy at early adolescence, and in four years fits him for college, is the connecting link between the two most important stages of the boy's systematised educational experience. So much of the boy's success in the secondary school, and in college also, depends upon the habits fixed between the ages of seven and fourteen, that the lower school commands an ever-increasing consideration and study.

While the aim of education in general has ever been to produce the perfect man, models of excellence vary with the point of view, and for one to criticise the position of the lower school as to

its definition of educational aims and values, and of organisation and administration, without troubling to recognise its peculiar responsibilities, would be unjustifiable censure. Its problems need to be solved in terms different from those of the public school. Its questions may command the attention and co-operation of the directors of public education, but they should not seek their answers. This is the age of specialists, and the man who controls the affairs of some great educational system is by no means an authority for the man who is devotedly and intimately directing the destinies of a few youngsters within his own little sphere. Pedagogically speaking, there is no question that certain broad, psychological principles underlie all successful teaching, but beyond these, which affect but one-fourth at most of the boy's life at school, looms up the personal equation of the master, and the school environment that he establishes. It is one thing for this man to formulate and to express his ideals. It is another thing to make them effective. And yet, if the school has no conception at all of what it hopes to accomplish, its progress may only lead to failure. With this defence in mind, perhaps a crude and halting formulation of aims may be presented, and allowed.

Let us first divest ourselves of the idea that the present craze for the vocational need find expression in this school. This is true, because it is far from being the function of the school to train a mere child for some specific occupation in later life. Laying the foundation for complete living is primarily a culture-process. And what is Culture? Dr. Henderson tells us it is "the pursuit of perfection."¹ Who shall attempt to fix an exact standard of perfection for the boy of ten or twelve? A general standard may be established however, and the lad's experience directed in the light thereof, without making him a snob or a Miss Nancy. It is not necessary that the boy should never soil his hands, but he should be expected to know what society requires in the matter of personal appearance. It is not necessary that he should read Terence and Plautus at sight, but it is important that he should have a fundamental grasp of that language from which so many of our English words trace their descent. He is not called upon to be a Sandow, but it is indispensable that he should have a wholesome, healthy body, and know how to keep the same. He may not be called upon to attend the Sanc-

¹ Education and the Larger Life; Henderson. P. 28.

tuary thrice of a Sabbath day, but it is wise that he should have some conception of, and love and respect for the Absolute, and understand to some extent his relation with the Power that governs the Universe. In short, the boy needs such physical, mental, moral and social training, and such cultivation of manners, as Professor Hanus says, "shall acquaint him with the world in which he lives and the civilisation into which he is born, and of his own relations to them, including his duties and privileges." This training the school should give in order to "provide the opportunity for the exercise of all the child's powers—mental and moral, aesthetic, manual or constructive—through good instruction and wise discipline."¹

The fact that the environment of the school is constant, imposes the heavier responsibility upon it. According to that vague critic—the General Public—if the results the junior boarding-school accomplish with the boy are unsatisfactory, then the school is to blame. If the boy turns out well, then it is because he is naturally good. "Unsolicited testimonials" rarely come uninvited.

¹ Educational Aims and Educational Values; Hanus. P. 17.

In the boarding-school as in the day-school, the support of the parents is the corner-stone of success; yet in many instances—especially when the school is within a short distance of the home—the indulgent father or selfish mother attempts to thwart the influence of the school by continued efforts to secure privileges which are out of harmony with the regulations of the school.

Mr. Alexander Devine, headmaster of the Clayesmore School at Pangbourne writes¹: “Doubtless, the perfectly ideal thing would be a home in which the father had leisure to devote to the several important sides of a boy’s education, physical, mental, moral (and social), and from which a boy could attend a day-school for instruction purposes; but in these days of high tension and strenuous work, in how many cases would this be possible?”

“Then, again, I am personally of the opinion that the discipline of the home can never be as wholly effective as that of the boarding-school. In my opinion this constitutes the gravest peril, and is quite enough in itself to condemn the day-school principle, however ideally excellent it may be. The petting at home, the exaggeration of the

¹ Westminster Gazette, London, November 6th, 1911. P. 14.

slightest ailment into something serious, the home luxury and indulgence, all constitute to my mind, the most serious menace to the national character.

“Further, there is the value of a boy’s learning at an early age to carry himself decently with his fellows and to consider the ‘community.’ All this would, of course, be lacking to a considerable extent under a day-school system.

“I once asked the headmaster of one of our largest grammar-schools to be allowed to address the school with the object of endeavoring to establish a School Mission, and I remember so well his reply: ‘We are only a day-school, and there is very little corporate feeling; the boys simply come here to be taught, and forthwith go away’.”

This shows that our British cousins are not only alive to the four phases of the boy’s education already enumerated, but that they also appreciate the fact that the school should have another aim—that of developing the boy as a whole; to see that his progress intellectually, physically, morally and socially contributes toward leadership and executive ability, toward helpfulness to others and good fellowship. The lad who attends the junior boarding-school is without doubt favored by fortune in respect to means, position in society and birth. If the

school does not train him so that he may make best use of his privileges, then it fails to fulfil one of its most important functions. It is impossible for the day-school to give the boy that individual care that is necessary he should have in early life to insure cultivation in later years; and the boarding-school must take advantage of this fact with others, in order to secure its patronage and maintain its existence.

The English schoolmen also recognise the fact that the junior boarding-school must be kept small, so that, in the first place, the lad will not feel too much the rigidity of institutional life, and in the second place, so that personal watch may be kept of him during the formative period. These educators regard their vocation more professionally than the American school proprietor who feels that a school for fifty boys may be run as cheaply as one for twenty-five. It would be *cheap* without a question. When cultural rather than financial motives can determine the policy of the school, there is hope for results—both for the character and equipment of the boy produced, and for the stability of the school itself.

The prospectus of Huntingdon House¹ epit-

¹ 1908 Prospectus, Huntingdon House, Teddington, Middlesex.

omises the aim of the English preparatory school in a few well-chosen words: "Every effort is made to combine the habits of a good home with the discipline of school life, and to foster and develop that self-respect and sense of responsibility without which boys cannot grow up into good men. The classes are kept small so that the boys receive considerable individual attention in their work, and mere 'cram' is discouraged. The aim of the school is to lay a sound foundation of elementary knowledge, which will best fit a boy for his future career. The individual requirements however of the various Public Schools (i. e. the great secondary schools of England: Eton, Rugby, Harrow, et al.) have careful attention." And further on in this booklet the school's ambition in athletics is treated in the most practical manner.

How closely the junior boarding-school in America copies its English prototype in the formulation of its aims, is indicated by the following introduction to the catalogue of one of the few, and certainly one of the best, boarding-schools of this type in America. Its object is "to prepare boys to begin and prosecute successfully the work of secondary schools. . . . Experience has proved that intellectual power and strength of

character depend upon exact early training and discipline, and, with a sound body, become the most valuable acquisition which a boy can have. It is the aim of this school, therefore, to train a boy along the right lines from the beginning, to teach him how to study and form correct habits of work, and to inculcate the principles which are to regulate his daily conduct and guide his future life."

The junior boarding-school commands, then, an extensive range of influences wherewith to make its aims effective, for it has greater authority than the day-school, it has the constant surveillance of its pupils, and it stands "*in loco parentis*" as well. A detailed survey of a practical plan for the organisation and administration of a junior boarding-school under American conditions, should commend itself to all private schoolmen who are interested in pre-adolescent boys. Their views must necessarily vary, and may fail to coincide in many respects with the scheme that this book presents. But the criticism that stimulates a deeper interest in this comparatively new educational field in America, can only be beneficial. The aims of the junior boarding-school already expressed, constitute the basis upon which the structure of the management and operation is to be built.

By no means final, the aims form at least a "working hypothesis," an attempt to unite the practical with the ideal—a map to guide the American educator along a rather uncharted course.

Because the attendance at our free grammar schools is so vast compared with the relatively few boys under fourteen in the American boarding-schools, there is no reason why, for himself if for no one else, the private school boy should not benefit from an educational plan as carefully worked out as that under which the public school lad is cared for. And when it is borne in mind that the private school boy is destined in almost every case, to become a member of the directing class, it is all the more imperative that, at an early age, his training should be such as will tend to produce a man of probity and responsibility in years to come.

The junior boarding-school should not assume the role of a penal institution. It does not follow that it should be one, because in some instances it may accept boys who have been unmanageable in their homes. Parents are usually the farthest from understanding their children, and they who realise their deficiency, and, having the means to send their son to a proper boarding-school, fail to do so, are very far from fulfilling

32 YOUNG BOYS AND BOARDING-SCHOOL

their parental duties by the boy. The junior school is the place for habit forming, not re-forming, and the headmaster should have that object in view when accepting boys for registration. It is not difficult however, to observe in a personal interview, whether the parent or the boy is at fault. One's decision may be governed accordingly, and with the lad once registered, the school's problem becomes prophylactic rather than therapeutic.

II

THE BOY FROM SEVEN TO FOURTEEN

IT is as important to fit the curriculum to the individual as it is impossible to fit every individual to an inflexible curriculum. Yet it seems logical to conclude that too liberal an adaptation of conditions to the person, destroys an appreciation of the significance of unity and precludes a proper "*esprit de corps*." The problem that arises then, is that of striking the happy medium through which the boy shall have every opportunity extended to him for individual, self-active development, and still shall be able to appreciate his obligations to his associates and to his environment.

The boy whom we meet in the junior or sub-preparatory school, is the present object of consideration. It is paramount, therefore, to view his physical, mental, moral and social capacities during his second cycle—that is, during the years between seven and fourteen—before setting a definite programme to be lived out within that period.

According to Dr. Hall, the boy, during this second cycle, passes the period of acute dentition,

his health without doubt is at its highest point, his brain has nearly attained adult size, his activity is at its maximum degree of vivacity and extent. His natural interests are quite independent of adult influence. "Perception is very acute, and there is great immunity to exposure, danger, accident, as well as to temptation. Reason, true morality, religion, sympathy, love and aesthetic enjoyment are but very slightly developed . . . The child revels in savagery; and if his tribal, predatory, hunting, fishing, fighting, roving, idle, playing proclivities could be indulged in the country and under new conditions that now, alas! seem hopelessly ideal, they could conceivably be so organised and directed as to be far more truly humanistic and liberal than all that the best modern school can provide . . . Never again will there be such susceptibility to drill and discipline, such plasticity to habituation, or such ready adjustment to new conditions."¹

These assertions savor of Froebelian principles, and point still further back to Rousseau, yet perhaps they are more vigorously and practically expressed. They do not question the fact that natural self-activity is the true potential

¹ Youth; Dr. G. Stanley Hall. P. 2, 3.

power of the child's development, and yet they indicate with equal force the necessity of utilizing sense-impressions during the plastic period as the source of his kenetic energy.

At this time of a boy's life, the large motor-muscles may be taxed with greater safety than the tiny accessory muscles. Too minute work is apt to arrest the development of the more delicate organs; yet many occupations, and forms of athletics, consider the fundamental muscles to the unfortunate exclusion of the smaller ones. The automisms, namely, the habitual nervous actions of childhood, indicate difficulty of tasks and show fatigue. Abundant and vigorous automisms should be expected in the boy, but the instructor should be psychologist enough to differentiate between the natural and the unnatural, to treat each class in its proper way, and to be irritated by neither.

The natural automisms of the boy should yield to the inhibition of adolescence, and thus become organised under the control of the will. Before the approach of puberty says Hall, "the efferent patterns should be developed into many more or less indelible habits and their colors set fast."¹

¹ Youth; Dr. G. Stanley Hall. P. 21.

Hence the necessity of beginning motor specialties in childhood that require exactness and grace, e. g., piano-playing, drawing, writing, dancing, the pronounciation of a foreign tongue, etc., etc. On the other hand, an excess of unnatural automatisms indicates the atypic child, who needs particular care and treatment beyond the scope of the average lower school.

The conditions under which the best physical and mental growth may obtain, and co-ordinately where the moral and social progress may be equally well assured, are not to be found amid the restrictions of a city school nor under the artificial conditions of a city home. Beneath the clear blue sky of the country, life to the boy is normal and worth living. There he has the unhampered opportunity to live out the history of the race, under such surveillance as will assure his complete capacity for culture.

The phases of this period of the second cycle, are too broad in their aspects however, to permit of a fixed school routine adaptable to them all. The boy at seven, at ten, and at fourteen, needs different care and thought. The years from seven to nine may really be considered as belonging to later childhood, from ten to twelve mean boyhood pure and simple, while the thirteenth and fourteenth years bring in the time of puber-

ty. The junior boarding-school may plan to accept boys at the age of seven, but it will be a long time before the American parent will feel justified in sending a boy away to school who is under ten. And indeed, it is quite right that the mother should remain the sovereign of childhood, providing that she rules wisely and well, and is broad enough to acknowledge and encourage the influence of the father in the training and confidence of the boy. The mother must co-operate with the day-school of the district, if the boy up to that age has not been in the hands of a tutor or a governess. "In later childhood the interest which he expresses through kindergarten years dies out, and the primary school work is prone to verge on failure. Sometimes the lad learns to read with avidity, again the lower multiplication tables come without seeming effort, but on the whole the boy's interests lie elsewhere."¹ His teacher, preferably a woman, unless a man can be found who embodies intuition, patience, and long-suffering, must ever encourage him, and be satisfied with small results. It is ill-advised to compel a very strong perseverance, as that might work more harm than good to the child's immature nervous system. Impulsiveness, restless-

¹ Growth and Education; Tyler. P. 144.

ness, suggestion and imitation are at this age, the powerful factors of his mental composition, for the higher intellectual powers are hardly in evidence before the next stage; i. e., the years from ten to twelve. In later childhood, the boy finds it easy to commit lessons to memory, but he fails to comprehend reason, and hence the admonition: Don't argue with a child.

In "Growth and Education," John M. Tyler says: "He (the boy) thinks much, but he thinks as a child. He is gathering the material out of which he will later frame the ideal plan and structure of his life and work. But the material will take form and life after adolescence."¹

The point is, to have the boy of this age out of doors and surrounded with natural objects to stir his curiosity, test his strength, gauge his ingenuity, and train him to take the initiative in thought and action—in other words to continue a "following education" for a few years beyond the kindergarten era. The private teacher, the home day-school, or the sub-preparatory boarding-school as the case may be, should work and teach in general supplementation to this wide stimulation of the areas and powers of the brain.

¹ Growth and Education; Tyler. Pp. 144-148 (condensed).

During this period of later childhood, the lad may acquire unfortunate idioms, careless habits, and other reflex actions—habits of speech and thought and deed—which are apt to become so fixed as to influence his entire life. These impressions are often lasting enough to be remembered consciously at an advanced age, and deep enough to be mistaken for hereditary traits. The lessons in obedience and habit-forming which the boy receives as a child may be misunderstood or forgotten, but the habits will be permanently fixed. It is indeed a task to inculcate neatness, punctuality, self-control, courtesy, truthfulness, reverence, and the like; yet the fact that the task is Herculean, does not remit its necessity.

Boyhood's years, from ten to twelve inclusive, form the time of re-awakening mental activity. The lad, though still somewhat of a stranger to reason, is able to grasp and employ certain elementary forms of logical analysis, the exposition of arithmetical problems for example, if concrete in content. He realises that he has competitors, and if normal, he strives good-naturedly in every way to excel. This effort is made however, more with the idea of the glory of record and of leadership, than for the thought of working for the sake of acquiring knowledge.

But in the line of athletics, he appreciates the increase of strength and agility which is to set him above his fellows. In both instances, the ends unquestionably justify the means. The habits formed in earlier years, now re-enforce themselves and start to bear fruit. Physically, the boy begins a rapid growth towards the close of these three years. The bones enlarge and lengthen faster in proportion than the muscles and the internal organs. Hence the danger of the lad outgrowing his strength. While nature will not over-exert itself if left alone, caution should be used in allowing boys of this age to engage too promiscuously in heavy athletics and apparatus-gymnastics. Calisthenics are better than vaulting, and climbing trees than all the trapezes ever constructed.

The plea for ample outdoor life for the boy from seven to nine, on the basis of allowing natural opportunities for the extension of his experiences and interests, is repeated for the boy of ten to twelve. But this time it is on the ground that during these years he must store up all possible energy—energy never gained in the schoolroom however clever intellectually the boy may be—against the lean years of puberty. This is an age of boisterous boyhood, of “gangs” and of daring deeds. The lad needs well-regulated

hours of sleep, of study, and of open-air life. He needs companions of his own age and sex and position. All these conditions the junior boarding-school can satisfy. With these, it should blend the loving influence and watchful care of the best of homes. A vigorous red-blooded boy resents any one "tagging around" after him, and most properly so, and thus his recreations are in need of tactful supervision. Under-surveillance is preferable to over-surveillance if the latter serves to encourage secretiveness—a quality which in the first instance is natural with the boy if we hold to the race-capitulation theory and realise the need of secretiveness on the part of primitive man; yet encouraged, this trait becomes the source of many vices.

In his thirteenth and fourteenth years, the normal time for pubic growth in this latitude, the boy experiences the most rapid development of all his second cycle. The functioning of sex centres his thoughts more particularly on phases of life which before, had either been practically absent from his mind, or else had been differently conceived of. His inquisitiveness is perfectly natural, and should be as naturally satisfied, if not by his parents, at least by the master who is his confidant and friend. The differences and

meanings of sex if made a mystery, only whet prurient curiosity.

The following table presents statistics of Boston schoolboys made several years ago by Dr. Bowditch.¹ The figures establish no norms for the boarding-school lad, who, very likely, finds more fortunate conditions of life to-day, yet the table serves to indicate in a way what may be expected in physical growth during the years from seven to fourteen.

| Age, last birthday | Height inches | Weight pounds | Annual Increase | | Chest Girth inches |
|--------------------|---------------|---------------|-----------------|---------------|--------------------|
| | | | Height inches | Weight pounds | |
| 7 | 46.21 | 49.47 | — | — | 22.54 |
| 8 | 48.16 | 54.43 | 1.95 | 4.96 | 23.09 |
| 9 | 50.09 | 59.97 | 1.93 | 5.54 | 23.79 |
| 10 | 52.21 | 66.62 | 2.12 | 6.63 | 24.08 |
| 11 | 54.01 | 72.39 | 1.80 | 5.77 | 24.34 |
| 12 | 55.78 | 79.82 | 1.77 | 7.43 | 24.93 |
| 13 | 58.17 | 88.26 | 2.39 | 8.44 | 25.24 |
| 14 | 61.08 | 99.28 | 2.91 | 11.02 | 26.28 |

A glance at this table shows the rapidity of the boy's physical growth during pubescent years. The development of the brain at this period is somewhat retarded, for it yields sover-

¹ Study of Children; Dr. Francis Warner. Pp. 31, 32, 33.

eign activity to the body. Here then, comes the plea once more for that vigorous out-of-door life that is to supply the tissue-building oxygen, which in turn assures a sound body for a sound mind. If the boarding-school boy does not at least come up to the standard set by the day-school pupil, enquiry should be made as to the cause of his deficiency. "It may be on account of inadequate food and clothing, of injury and disease, of over-stimulation or under-stimulation of environment, of artificial restraint, or of racial influence."¹ And it may be because of personal abuse. This evil extends more widely than the majority of parents realise or the average school-master knows. Dr. Edmund Owen says that "Probably the baneful effect of the practice has been considerably exaggerated. In reviewing the question Sir John Paget remarks, that when practiced frequently by the very young, that is, at any time before or at the beginning of puberty, masturbation is quite likely to produce exhaustion and nervousness, and that these mischiefs are nearly sure to happen if the excesses be practiced by those who are liable to epilepsy, or any other form of nervous disease.

¹ Physical Nature of the Child; Rowe. Pp. 117, 118.

Mr. Lawson Tait writes: 'I have always found the chief difficulty to be that of persuading those who have charge of schools that the practice was a physical delinquency rather than a moral evil; and that the best remedy was not to tell the poor children that they were damning their souls, but to tell them that they might seriously hurt their bodies, and to explain to them the nature and purport of the functions they were abusing.' Lucas attributes the association of flat feet and weak ankles, together with albuminuria coming on at about puberty, to the effects of peripheral excitement."¹ As to treatment for this trouble, Dr. Owen adds: "If there be the slightest indication, the boy should be circumcised; or his bladder may be searched from time to time for a possible calculus The child should not be allowed to eat for some hours before going to bed, and he should get up early in the morning. The bed clothing should be light and the mattress hard."¹

There is no question but that the headmaster of every sub-preparatory boarding-school will find a certain percentage of his boys below normal standards. It is within the power of this

¹ Surgical Diseases of Children; Owen. Pp. 271, 270.

type of school to raise all such pupils to the proper standard. Adequate nourishment and sufficient fresh air both by day and night contribute much to this elevation. Anthropometric measurements should be made of the boys at fixed intervals, and yearly tests taken of their sight and hearing. The condition of lungs, heart and kidneys can be ascertained at the same time. Mental irregularities, to say nothing of moral and social, come to the surface as the work with the boy proceeds; but these are of such variety and degree as to lie beyond the range of this immediate discussion. They should however, be borne in mind in fixing the routine, curriculum, and discipline for the boy. The school has not only to promote the best all-round development of its average student, but of the boy above or below the normal standard as well.

An abridgement of certain ideas which John Mason Tyler expresses in "Growth and Education," will serve to summarise this chapter.

"During the primary and intermediate years, we are dealing with boys in the stage of preparation for the pubertal metamorphosis. They resemble adults about as closely as caterpillars resemble butterflies. Their chief business is to grow and to store up material and vitality. They have few intellectual interests. It is predom-

antly a motor period. Muscular exercise is essential to stimulate digestion, assimilation, and healthy growth.

“The curriculum of each form must be suited to the stage of development and the needs of the boy or youth. The needs of the child, and the boy, and the youth, are quite different. The curriculum, and the system and mode of education, must differ correspondingly. The immediate end and purpose of the work in each grade is peculiar and unique. What would be useful and beneficent in the upper school may be harmful in the lower, and vice versa. In no one of these forms is the boy like a man. In the lower forms he differs so completely that we may easily fail altogether to understand his constitution, condition, and needs. The more the child differs from us, the greater is our difficulty in framing a course of exercise suited to his stage of growth and development. A good curriculum for the child in the primary forms will probably appear entirely childish and useless to the average adult mind. Until we recognise these facts we can not hope to gain the co-operation of Nature in our efforts to obtain strong and efficient men.”¹

¹ Growth and Education; Tyler.

III

PHYSICAL EDUCATION

AS the boy's physical, mental, moral and social natures have been assumed worthy of equal care and thought, no importance can be specially attached to the order in which these natures are discussed. The sequence which has been adhered to however, is rather the natural order. The child, first of all is a physical being; soon he expresses his power for mental development, and later, of moral distinction. His social instinct is in many ways the last to appear, and his preparation for participation in society extends nominally throughout the whole of his school and college career. So with this justification of the order, the boy's physical education should first be dealt with.

Froebel has said that "It does not follow that the man, especially in boyhood, knows his body, because it is so near to him, nor that he can use his limbs because that they are one with him. We often hear boys admonished not to be so awkward, and this particularly in walks of life

that do not pay regular attention to all-sided bodily activity in childhood and early boyhood.

“We see that men in whom the culture of mind and body have not kept pace with each other, at certain times and under certain circumstances, do not know what to do with their body. Nay, many a one seems to feel his body and his limbs to be a burden to himself.

“The occasional cultivation of the body in domestic occupations may do much to remedy this. But in almost all cases this is very subordinate, and generally exercises the body only one-sidedly. Besides, a man is to know not only his power but also the means for applying it; and this can be attained only by means of an all-sided, equal cultivation of the body and its parts as the medium and expression of mental culture.

“An active, vigorous body, in all conditions and pursuits of life, and a dignified bearing and attitude of the body, can only result from all-sided cultivation of the body, as bearer of the mind. Surely a great deal of rudeness, ill-mannerliness, and impropriety would disappear from boyhood, and corresponding admonitions would become less frequent, if we gave our boys regular, all-sided bodily training, proceeding from the simple to the complex, based on their mental culture, and keeping pace with it.

“The will, as such, does not yet control the body at all times; therefore; the body should be enabled to obey the mind implicitly at all times, as in the case of a musical performer. Without such cultivation of the body, education can never attain its object, which is perfect human culture. Therefore, the body, like the mind, should in this respect pass through a true school, though not in a one-sided manner; and regular physical exercises, proceeding from the simple to the complex, based on the mental development, are a proper subject of instruction in every school.

“But bodily exercises have yet another important side; they lead the human being (here the boy) subsequently to a vivid knowledge of the inner structure of his body; for the boy feels with special vividness the inner mutual connection in the activity of his members. These perceptions, aided only by tolerably good sketches of the inner structure of man, must lead to the vivid knowledge of this structure, and induce, at least, a living interest in the care and consideration of the body.”¹

This is a platform upon which the humanists of the Renaissance unite with the humanists of

¹ Froebel's Education of Man; Hailmann. Pp. 248, 249, 250.

to-day, who hold that the real purpose of physical education is to learn respect for the body, and a knowledge, a cultivation, and a control of it. It is not meant that the little boy should have the muscles or weight of a giant, but that his growth should be normal, his health perfect, and his body pure, supple and graceful—one for which he need have no shame. Yet the featuring of physical education should not be so pronounced as to produce too much consideration of self, for the less a lad's thoughts are consciously directed to his physical welfare, the less likely he is to fall heir to the ills of the flesh.

In connection with ills, so many of the ordinary indispositions of boyhood are traceable to irregularity of the bowels, that it is necessary to note the first insurance against petty maladies in the school, is to be certain that the boy has a fixed time each day for a passage. This, preferably, should come after breakfast, and the schedule of the day so arranged, and other interests so postponed, as to allow nothing to interfere with its regularity. The greater diseases have no cause to occur at school at all, and it is a well-established fact, that measles, mumps, chicken-pox, etc., never break out in the middle or at the close of a term, but always at the begin-

ning, which really shows how dangerous vacations are!

The table on page 42, indicates that a boy's growth is not constant from year to year. Each system or part of his body has its own particular period of rapid increase. Physical development suffers at the expense of intellectual, and vice versa, so there is still hope for the over-grown boy of thirteen or fourteen who has not yet "wakened up."

We depend chiefly upon the muscles to guarantee healthy adult life. In the play of the boy, the heavy muscles re-act upon the vital organs and stimulate their development. As has already been shown, the boy up to and through his later childhood is distinctly a motor being. He learns more or less fortuitously, stores facts gained from experiences in his mind, and draws them forth to organise them at a later age. Puberty comes later to the boy who leads an active life in the open air, away from undue nervous stimulation or excitement. It is well to postpone this period as long as possible and to allow the lad to store up all available resources against that time of bodily re-adjustment. The morbidity that the boy may experience at this period, may be attributed to the depressing of his nervous system owing to the deflection of all his energy

towards physical growth, and to the consequent lowered vitality of the body. A larger lung capacity, and more oxygen, will forestall or counteract such conditions, and these are to be secured through muscular exercises and fresh air.

"Gymnastics twice a week" is no panacea for the boy. He must have daily open-air activities, which will bring his larger muscles into play, and will fill meanwhile, his lungs with the pure oxygen of the country. This is even more important than the boy's present intellectual training, for the ability to acquire the latter depends upon his capacity to absorb the former. The muscles re-act either directly or indirectly upon the brain, as well as upon the heart and lungs and viscera. Tyler says that the subject of physical training demands most careful attention because "the will is trained most easily and effectively through muscular effort, especially during the years of immaturity of the tissues of the higher centres of the brain."¹

The primary means of physical training are twofold; Play and Gymnastics. "Play is superfluous energy over and above what is necessary to digest, breathe, and keep the heart and organic processes going; and most children who can not

¹ Growth and Education; Tyler. P. 201.

play, can neither study nor work without over-drawing their resources of vitality Play is motor poetry. Too early distinctions between play and work should not be taught. Education should really begin with directing childish sports aright. Froebel thought it the purest and most spiritual activity of childhood, and the germinal leaves of all later life. Schooling that lacks recreation favors dulness, for play makes the mind alert, and its joy helps all anabolic activities."¹

The games of boys from seven to twelve, according to Dr. Luther H. Gulick, are co-operative, but competitive. From twelve to fourteen the inclination for team-work appears. He says that running games are the earliest, and that these in turn are followed by throwing and jumping. He fails to classify those sports that are dear to the heart of every lad; swimming and skating. What is a closer touch with nature than a strong red-blooded boy, thrusting himself vigorously yet lithely forward through the clear, rippling water; or the same lad, well-clad, with rosy cheeks and snapping eyes, skimming gracefully over the winter lake! And both these

¹ Youth; G. Stanley Hall. Pp. 115, 113.

sports combine, with a splendid exercise of the whole body, a rare opportunity for competition.

Besides the physical value gained from spontaneous exercise in the form of play, there is the mental value equally great. "Watch," for instance, "even a game of tag. The sense-organs are all alert. The attention is focussed on one point. This is the best means of training the will, for close attention to one thing, is one of the best forms of will-power. The child must 'size up' the situation, and grasp the opportunity once for all. He can not stand 'shivering on the brink of action' as the adult so frequently does. Thinking, willing, and doing are united, not separated. The same movement is repeated until perfected, and with undiminished interest. The child forgets himself and loses shyness and self-consciousness; for skill, thought, place and strategy constantly increase. On the playground he learns far more than the rudiments of the science of success in life The conception of fair and unfair play is almost the first genuine and spontaneous moral distinction that the boy makes. He is still very hazy in his ideas of rights of property, and is anything but clear in his theories as to the necessity of truthfulness." ¹

¹ Growth and Education; Tyler. P. 208.

The obligation of the sub-preparatory school in providing ample play facilities for the boy, is obvious. Even day-schools both public and private, are realising more and more the same necessity, and the boarding-school, situated as it is in the country, should not only be abreast of the times, but in advance of them. Let some of the arduous book work be reserved for later years. The mind, when more mature, will grasp the subject more readily, and let the time for play be long and merry. In addition to afternoon recreations, short periods of relaxation should alternate with lesson hours, to relieve causes of unrest, nervousness and sexual irritation.

While play is activity for its own sake, gymnastic exercises have for their purpose, the prescribed strengthening of some weak organ of the body. They need expert supervision and direction, so that the growing boy may not misuse his powers or neglect to exercise the parts which need developing. For the young boy, the gymnasium should never prove more than an easy supplement to his play. Heavy apparatus work, especially by pre-pubertal boys, does not result in extraordinary muscular development. It has, if anything, an opposite tendency. We want a normally developed lad, and the lightest

of apparatus will make him so. Gymnastic exercises should, above all else, be so directed, as to promote poise, dignity and gracefulness of carriage, a co-ordination of muscles, and well-developed joints.

Athletics, meaning track teams and the like, football, rowing, and other heavy work, should be done under the surveillance of a thoroughly competent physical instructor to assure against over-indulgence therein. Boys under fourteen are always keen enough to wish to imitate the achievements of older fellows, and herein lies one particular argument in favor of absolutely distinct upper and lower schools. When the segregation is complete, there is less likelihood of the young boys going into heavy gymnastics too soon, and becoming, perhaps, injuriously affected for life.

In camp, or in the lower school, the gymnastics for the day can be practically covered by a setting-up drill immediately upon arising, after which should come a plunge or a "shower," a brisk rubbing down, and a hasty dressing. In fine weather a run before breakfast may be substituted for the calisthenics, but if this is of any appreciable length, say over half a mile, it is better that the boy should have a glass of milk and biscuits before he starts out.

This leads on to the question of meals, which more properly is left for special discussion until the administration of the school comes under notice. The importance of sufficient food, properly prepared, and served at the right time, can not be underestimated. The fuel which keeps in motion the machinery of the small boy must be neither economised in quantity or quality, nor slighted in its preparation and service.

So many parents are fearful of young boys participating in one sport or another, and particularly in foot-ball. The physical examination should establish the fact whether a boy is fit to follow a certain exercise or not, and the apprehension of accident should not debar him from the pleasure of the sport, deprive him of the many benefits that it contributes, or encourage a spirit of timidity and cowardice in the boy himself.

IV

INTELLECTUAL EDUCATION

IN a public grammar school, the intellectual development of the pupil depends to a great degree upon the scope of its curriculum. In the junior boarding-school there are additional factors that assist or retard the lad's mental progress. The tone of the school, the personnel of the staff, the character of the comrades with whom the boy is constantly in touch, all have their bearing upon the normality and extent of his intellectual growth. In addition, there stands the influence of a right physical education discussed in the foregoing chapter. The interdependence of the physical and mental natures then, asserts itself at the very outset, and that relation affects both the aim of the curriculum and its formulation. We must remember that the boy who lacks good red blood, has poverty of thought, and is deficient in clearness of expression as well as in clearness of complexion. With this hypothesis in mind then, the general aim of the boy's intellectual education may take this form: The stimulation of

high mental efficiency in the various fields of elementary learning, and the fostering of an ideal in the lad's mind that will combine a high standard of perfection together with a desire to achieve results in himself, both intellectual, physical, moral, and social. This is but another phrasing of the Froebelian principles of self-activity and unity, for it is wished that the boy's efforts shall be spontaneous, from within out, tending meanwhile to unify in himself the qualities necessary for the perfect man, as a perfect expression of the Absolute.

It is not so hard to harmonise with these conditions, the position of the formal disciplinarian. His doctrine is by no means *hors de combat* before the onslaught of many present-day educationalists. The theory that the same mental power developed through the pursuit of a given study or interest, extends in general to the development of all studies and interests, certainly offers encouragement to pupil and instructor alike. It stimulates the self-development of the boy by promising him that problems conquered in one place, simplify and assist the solution of others that he may meet with elsewhere. The discussion as to the validity of formal discipline is, on the whole, merely an opportunity for pedagogic argument, for educators

who support the theory as well as those who do not, both unite in an evaluation of apperception, and that indeed is the psychological point of importance to the teacher.

Spencer says "That as political governments, to be efficient, must grow from within, and not be imposed from without, so—there is a natural process of mental evolution which is not to be disturbed without injury." He points out further that, as has been already indicated; "We are now coming to the conviction that body and mind must both be cared for, and the whole being unfolded."¹

The essentially new and practical method of teaching, instead of presenting abstract truths in a didactic way, is of leading the boy to think in terms of concrete facts. Procedure must be from the simple to the complex, from the empirical to the rational. This education is rather informal, and is based on the saying that "Experience is the best teacher." Bagley objects to the process on the grounds that it is unsystematic and uneconomical. Perhaps this is so in the secondary school, where the boy is mature enough to profit from the "scientific method" of teaching, but while he is still in the lower school,

¹ Education; Spencer. P. 90.

the bounds for his mental activities should not be too closely set, but the line of least resistance is not always the line of right resistance.

The years from eight to twelve inclusive, that constitute the greater portion of the second cycle, make up the formative period of the boy's life. At the beginning of this period says Bagley, "The brain practically completes its development as far as weight and size are concerned, and the changes that this organ subsequently undergoes are due to internal organisation—the knitting together of different sense areas, the ripening of the association centres, and the formation of functional connections between neurones. Expressed in another way this means that the years from eight to twelve are the habit-forming period, for habit, on its physiological side, is the making permanent of pathways of nervous discharge . . . In contrast to the susceptibility to fatigue and disease that marks the transition period (the years from six to eight) the years from eight to twelve show a comparative immunity to both of these energy-exhausting forces. Some authorities indeed, maintain that the child fatigues easily at this time, but all appear to agree that he recovers very rapidly from fatigue and that a reasonable amount of strain and effort is now quite without

the disastrous results which overwork may easily produce in the preceding and in the following period.”¹

As these then, are the years of plasticity and habit-forming, the years when the boy's susceptibility to fatigue is at its minimum, the years when the play interest is strong and constant, a curriculum may be presented, which will give the lad short, but regular periods of intensive study. Under this condition, prompted by his own spontaneous interest, and encouraged by a sympathetic teacher, he may lay in his store of elementary knowledge necessary to equip him fully for his work in the secondary school.

The curriculum of the public school is more or less utilitarian in its temper. It is forced into being so, because it has to prepare a boy as completely as it can for his work in the world—a boy who, in twenty-four cases out of twenty-five, leaves school at the age of fourteen. Fortunately the private school is not a slave to such a necessity. As well as giving the boy a better opportunity for physical development, it can reckon with his psychological growth, and provide him, at the age of easiest receptivity, with the ele-

¹ The Educative Process; Wm. C. Bagley. Pp. 190, 191.

ments of the knowledge that he will need in years to come. The fixing of the lesson curriculum then, depends not only upon the introduction of subjects of immediate value to him, such as the Mother Tongue, Writing and Arithmetic, but those of future value as well; History and Geography, the Modern Languages, Nature Study, Latin, Music, Dancing and other near-Gymnastics, Drawing, and the various forms of Manual Training. The details of these subjects will all be dealt with in the chapter on "The Curriculum." In considering the curriculum however, one should not lose sight of the fact that the boy's intellectual training, is not to be conducted purely for the sake of subject-content, but to promote enquiry, to culture the whole child, and to train his powers of observation.

But intellectual education does not start with the lad's advent at the junior boarding-school. It should have begun as he lay in his cradle. During the years of infancy and early childhood, he should have been properly cared for and trained, and have had certain habits of person and character grounded before he leaves his home.

Dr. Henderson calls attention to the fact that "There are even institutions, running in the name of education, which boast of the number of

students who are annually squeezed out. It may be an odd way of looking at it, but this sounds to me like boasting of one's own inefficiency, and I think we should all regard such an operation as quite the thing it is."¹ The inefficiency of the sub-preparatory boarding-school in America has not been eliminated as yet, but the awakening interest in this particular phase of educational work, gives hope of speedy improvement. The function of the school is rather to mould and fashion aright the clay within its hands, than to drop the boy, who perhaps is not incorrigible, but merely a harder problem to solve than the others. The chief legitimate excuse that the school may offer for failure lies in the attitude of American parents toward the administration of effective correctives to boys who occasionally need them. Usually speaking, there is surely a chance for the difficult boy, if he is carefully and lovingly studied, and given the out-of-door life that he needs. A crisp winter's day in God's open country, is enough to arouse the worst dullard to action. If he does not respond to this simple treatment, review his physical condition, and see if the cause of the trouble may not be found

¹ Education and the Larger Life; Henderson. P. 112.

there. The words of Montaigne must be remembered "It is not a mind, it is not a body that we erect, but it is man, and we must not make two parts of him."¹

¹ Essays; Montaigne—Dent's Ed. Vol. I. P. 244.

V

MORAL EDUCATION

IN the matter of moral training, the responsibility of the lower school might be less, were not the second cycle so distinctly the formative period. Up to the age of seven or eight, as has been earlier noted, the boy, is simply unmoral; then his training must begin in earnest. Moral education is by no means a trivial task that may be relegated to Morning Prayers and the Sunday School. It needs as sound and as constant a plan of action as physical or mental training, yet in this case the results are to be achieved through suggestion, emulation and loving confidence, rather than by impression or expression. Its object is to lead the lad to realise his ethical obligations to society and to himself, and to govern his daily life in accordance with the moral ideal which he must formulate for himself.

Moral training should *suggest* the contribution of ethical elements to the formation of character. The word "suggest" is used advisedly, for it seems as if character building should be

spontaneous instead of coerced, and that more may be accomplished in this line by suggestion, than by exhortation or the forcing home of precept. A good example is the concrete form of good advice, and as imitation and hero-worship are strong qualities in the pre-adolescent, whoever stands before him as model, should be a worthy copy.

That expression of John MacCunn's—"the moral ideal"¹—epitomises the aim of moral education. It must be borne in mind, in the effort to help the boy in establishing his ideal, that as long as there is such a thing as the perversity of human nature, there will be some antagonism to good. Hence the reason why the lesson of ethical content should be less directly presented than for example, gymnastic exercises planned for physical development and appealing to the lower or easier nature of the boy, or some work in the school arts or sciences arranged for intellectual culture. Calisthenics do not reach the "inner man" directly and arouse the conflict of his dual natures; neither do reading, writing and arithmetic stir up at most, more than a contention with mental and physical laziness! But when moral training is reached, a situation is un-

¹ The Making of Character; John MacCunn.

covered wherein the flesh warreth against the spirit; and although this warfare may not be omitted, it can be directed, with resultant benefit to the boy, along the line of right resistance.

It is a rather strong Calvinistic doctrine which asserts that a child is born in sin and has but a remote chance of salvation. If we accept a Biblical basis at all for the argument to rest upon, it seems fairer to believe that "God saw every thing that he had made, and, behold, it was very good."¹ And so the boy is by nature, or, as created, good. But the conditions of society under which he has to live, are apt to force an unnaturalness that must often seek an outlet in wrong-doing. "Wrong" is a difficult expression to define, but it means any thought or act opposed to the internal or external welfare of the individual and of others. If good were always ascendant, no moral standard would be required, for the goodness of all things would eliminate its necessity. We should all think rightly, and act rightly, because it would be impossible to do otherwise. Perfection then, would not necessarily imply character, for character is formed out of the conflict between the spiritual and material in man.

¹ The Bible; Genesis I, 31.

Under the conditions of life as they exist however, character is essential, and the obligation of the moral imperative—to distinguish between right and wrong, and to choose the right—is plainly important.

The more complex the social fabric, the greater a boy's delinquencies are apt to be, although they may not appear as great on the surface, as the digressions of a less intricate civilisation. The more a pampered son of wealth the boy has been, the more repressive his life and the fewer his opportunities to have lived out the history of the race. Really the street Arab has an advantage over his otherwise more favored brother, having lived his life beyond the devitalising pale of social conventions. Three fallacious principles have underlain the rearing of recent generations of the plutocracy: First, the theory that ignorance means innocence; second, over-indulgence; and third, irresponsibility and lack of self-control. It is not strange then, that the sub-preparatory boarding-school has an intricate riddle to solve in the moral training of its boys.

In the false ideas stated above, the third may be taken to include the results of the first two. But the boy is scarcely to blame for his lack of self-control, until his home influence has diminished sufficiently for he himself to realise

his need. Simultaneously with this recognition, he should have the chance to learn what self-control is and how vast is its consequence. The occasion is provided by the junior boarding-school.

In this direction, it is the preliminary duty of the school to give the lad a natural environment. This does not mean isolation like Rousseau's "Emile." Only let him start far enough back in the epochs of culture, in company with a sufficient number of suitable comrades, and come to the conclusion empirically, that other individuals of similar status have rights corresponding to his own. Should this lead to quarrels, no matter, for it is better, morally, to fight out differences and forget them, than to cry "Peace, Peace, when there is no peace."

The next step is to acquaint the boy with the meaning of constituted authority. It is imperative that the lad who at maturity will be in the ruling classes, should himself learn to be an obedient servant. Otherwise he will know but one side of the shield of law. To be successful, the lower school must be monarchic. This plan of government is concretely expressed by Mr. Colin A. Scott in his description of the Abbots-holme School in England of which Dr. Cecil

Reddie has for many years, been the head-master.

“The school has indeed become a state, but it is a state of a certain type. This is plainly indicated in Dr. Reddie’s designation of it as a school for the directing classes, and in the fact that the whole life and management of the school is derived from its monarch. This, however, does not prevent a thoroughly willing system of honorable and honor-loving co-operation, and the great success of the institution in realising the happiness and characters of the pupils raises the question whether a good monarchy is not better than an indifferent democracy.

“The social features of this remarkable school, which already has a number of off-shoots or colonies in other parts of England, France and Germany (and America), are founded on an insight into the real capacities and emotional undercurrents of the pupils. As Dr. Reddie claims, the school aims to diminish competition and increase co-operation. This principle is applied in the first place to the natural affections of the boys for each other. The management of the ordinary boarding-school often tends to sharpen rivalries. In class work one boy is set against another. Close friendships among the boys are carefully watched and broken up in the fear of

unmentionable evils. Such watchfulness against vice becomes so marked at times that it actually suggests its commission.

“Dr. Reddie on the contrary, believes rather in encouraging affection for the purpose of promoting its best and purest development. He thinks that such a spirit is the surest protection against impurity, and that the antagonism of competition is more liable to lead to vice. The boys room together in small dormitories, where they are not overlooked by teachers, but are left in a spirit of honorable confidence. The personnel of each dormitory and the influence of one pupil on another are carefully considered, one of the older boys or praefects having a large share of the responsibility. The boys themselves discuss with Dr. Reddie the make-up of their dormitory groups and what habits of manner, conversation, and toilet make for character, health, and a true manly spirit. In such conference Dr. Reddie is careful not to go beyond the point of view of the boys themselves, or, at most, such a point of view, obtained from him, as they can successfully carry out. They thus feel that it is an honor to be trusted, and they help one another to be loyal to the confidence reposed in them. There are rules posted which are not too formal or simple, some of them in-

deed being esoteric, if not occult. It is evidently considered unnecessary to post a rule which every honorable boy would naturally think of and obey. The rules are issued by the headmaster, but they are explained to the boys, and are accepted by them as right.”¹

It is obvious that Dr. Scott is enthusiastic about the school that he describes. It is true that any visitor to “Abbotsholme” is sure to fall a victim to its delightful situation on the hillside above the Dove, and recognise at once the cordial relationship that exists between all the members of the school, the boys and the staff alike. Dr. Reddie’s theories of discipline and moral training evidently have much to commend them, and the reason why the school has not flourished as much as it legitimately should have done during the twenty years or more of its existence, lies not so much in its position on physical, moral, or even social training, as in the fact that its curriculum is exceptionally “modern,” and an attempt at “learning by doing” has overshadowed the more substantial framework of intellectual development.

This digression in support of the monarchic theory has been somewhat lengthy, but concrete

¹ Social Education; Colin A. Scott. Pp. 45-47.

results of a principle are needed to prove its worth, and at "Abbotsholme" at least they may be found. The headmaster is the dictator, the under-masters his lieutenants, supported by, and supporting him. The youngster is a hero-worshipper, and if the King is his hero, his obedience will be yielded through adoration. Obedience won through love, is the ideal way of establishing that most excellent habit, and in yielding obedience to the Head, the boy will naturally and in the course of time come to see his obligation of obedience to still higher powers, his country and his God. At the same time there develops a response to the duty of obeying his inner self, his conscience—the God within him. The logic of this argument is manifest, when one stops to consider that the concrete appeals to the boy, hence the anthropomorphic expression of power which is necessary.

The question now arises: "Suppose this theory fails to function; suppose the boy through ignorance or wilfulness does not obey?" The answer is, that the school should see to it that he does. Parents should not place their sons in charge of a headmaster whom they are not willing to vest with absolute parental authority. Obedience is very much a matter of habit, but it is a habit that sits lightly upon the shoulders

of the American child. It is quite possible that the school is responsible in a slight degree—that is, the public school—that such a situation exists, for it has featured in its teaching of American history the glorious freedom of the citizens of the great Republic, rather than bringing out the more philosophical aspect that true liberty is obedience to law. Another present-day influence in the wrong direction is the liberal distribution of the “Comic Supplement” to the Sunday newspapers, which puts mischief at a premium and makes a joke of punishment. Greater than either of these, is the irresponsibility of the parents themselves and their attitude towards any systematic moral training that requires constant effort and no small amount of patience.

Writing upon the subject of “Making Children Mind,” Elise Morris Underhill, a well-known kindergarten worker, has to say, “The modern child does not obey immediately and unquestioningly. That is beyond dispute. His failure to do so would seem to be due to the modern parent’s inability to command wisely; for the reasons of a child’s misbehavior may nearly always be found in the attitude of the people who have authority over him. There is too little examination into the motives of his acts, too little relation of the punishment to the offence . . .

Many painstaking and conscientious parents, who bring up their children not by instinct and brute force, but thoughtfully and with prayers, make a serious error in reasoning out the why and wherefore of every command until the young tyrants refuse to make any move whatsoever until its cause, meanings, and effects have been made perfectly clear and satisfactory to them. This method is perhaps legitimate after the child has reached years of discretion—whenever they may be!—but it should not be practiced until he has learned to obey unquestioningly; for if it is employed in early years, the parent (or teacher), is practically saying:

“ ‘You may know what is best rather than I.’ ”¹

If the obedience-habit does not become fixed through love, it must come somehow, and seemingly the only other way, is through fear, and through such punishment as shall be necessary to impress upon the boy's mind the law of cause and effect and its social relation. Punishment for young boys should never take the form of a detention that prevents daily exercise in the open air, nor should it interfere too much with those out-of-door activities, in the pursuit of which he

¹ Munsey's Magazine, February, 1911. Pp. 636, 638.

is to outgrow his savagery and work off those "animal spirits"—the exuberance of which is the charm and glory of boyhood. "Punishment in kind" and deprivations from anticipated pleasures are usually effective if judiciously used, but untactfully appropriated as a means of discipline, may serve to fix the master as a tyrant in the mind of the boy. For a normal healthy boy, who may on occasion really need punishment, there is nothing more salutary in its effect than the good old "birch," although a defence of corporal punishment is apt to stigmatise one as an educational heretic. An inexperienced master is sure to be more in favor of whipping a boy for some delinquency than one who has grown wiser in his experience of dealing with boys. Yet no matter how many years have added to one's knowledge of the boy, and contributed to various tactful and effective methods of management, there is still a great moral effect to be had, by the privilege keeping the rod in the background, even if its use is so infrequent as to be practically *nil*.

With the theory of biologic recapitulation still in mind, a third step in the moral education of the boy is now presented. The lad is still in a primitive epoch, the only conscious law of which, is the law of self-preservation. His interpreta-

tion of self-preservation, includes the care of himself and the gaining of such things as contribute to his happiness and comfort. If the boy is now taught that he may find *his own good* in seeking the good of others, the common-place form of self-interest termed selfishness, will be supplanted by a recognition that the welfare of others is essential for the establishment of social conditions under which he himself will be best able to profit. This teaching comes not through the abandoning of conventionalities, nor by love or chastisement. It is the outcome of the intimate friendship of master and pupil. Here the personal influence of the master is at its zenith, and here those teachers fail who are insincere or indifferent in their work. Common-sense, physical virility and mental power are stronger suggestions to the lad than abstract virtues; yet all these are the bricks that he needs for his moral structure.

Another aid to moral training which is social in its character, is the democratic ideal. It sets forth the fact that whatever benefits the individual benefits the group, and vice versa. A master can make use of this theory in his management of boys, by showing the necessity and reward of working together for the common weal, and leaving the adjustment of affairs to the hands of the

boys when one member of the group may not be co-operating with the others. This must be diplomatically done however, and all direct effort to set the group upon or against one individual delinquent must be avoided, for the stimulus for working together should come, if rightly encouraged, from the boys themselves. There is no question that this plan is of strong ethical and moral content, as it serves to develop unselfishness and self-control, and it is certainly applicable to a community that aspires to democracy.

There is no reason, logically, why the boy should be carried further into the fine points of ethics, than he is in the science of mathematics. As the harder problems of algebra are left to adolescence, so all that is required, is to implant the "school arts" of morals in boyhood, and leave the more spiritual and ethical aspects of his moral education to later years.

A boy then, who has thus learned self-control, is the master of every situation he may be called upon to face. Evil of every sort and nature—temper, dishonesty, intemperance, indecency, hate, revenge, the cigarette-habit, and the like—are reducible to lack of self-restraint. An earnest desire for right, and an earnest effort to attain it, form the only true prayer, and an "Oh-Lord-forgive-me" accomplishes little in the re-

mission of sins and nothing towards their atonement.

Moral education may then be summarised as follows: (1) So lead the boy that he will realise the necessity of establishing the moral ideal for himself, (2) point out the value and necessity of self-control, trusting that the boy will learn this lesson voluntarily rather than through force of circumstances, (3) see that the method is one of suggestion instead of constant command, and (4) whether the school is monarchic or democratic in its position, keep the social side of moral training constantly in view.

A final question now arises, "How great an agent of moral education is the Church?" The school is a constant environment for the boy, the Church, which is probably vague and mysterious to him, is merely an intermittent one. If there is a substantial religious undertone to the school, and there is no reason why the broad principles of Christianity should not underlie all teaching, ethical and otherwise, as well as the examples set in daily life, the Church should not feel that the spiritual life of the boy is unrecognised or uncared for. There are certainly strong arguments against sectarian influences and theological teaching, unless the institution be a church school, and represent some particular

faith. Religion, on the contrary, should play its part, but more in the hourly experiences of the masters and the boys, than during the short period on Sunday devoted to Bible study. Here, perhaps, it is well worth noting, that in order to secure a homogeneous mass, it is better that boys of too widely divergent creeds or races should not be thrown together in the same group.

Every boarding-school should be equipped with a chapel, where a brief service may be held once a day, preferably at eventide, as that is perhaps a period of the day when the boy may be more susceptible to the power of the service, than at any other time. Reverence during the exercises should be insisted upon, and the service itself should never give cause for inattention, on account of undue length, or content unintelligible to the mind of the boy.

VI

SOCIAL EDUCATION

IN this chapter there is a two-fold significance to the word "social": (1) its meaning in respect to co-operative activities, and (2) its purely humanistic aspect, that of reference to the society of the favored classes.

In regard to the first interpretation, it is worth while connoting the fact that there is a well-justified and growing tendency to encourage unified work and reciprocative activities both in the class-room and on the recreation field. The lessons learned through self-organized group-work are readily apperceived, and stimulate an "esprit de corps" which remains an influence in the boy's life long after the lessons are put aside. This side of social education however, is really more a method suggested for the attainment of the intellectual, than a distinct phase co-ordinate in importance with physical, mental and moral training. Our attention may be turned, therefore, to a longer consideration of the second meaning.

Pope says in his first Essay on Morals:¹

“ 'Tis education forms the common mind,
Just as the twig is bent, the tree's inclined.”

This quotation indicates the need of a watchful care being given to the formation of manner-habits during boyhood, so that after adolescence, the youth's deportment may be that of a gentleman. In discussing Thomas Elyot's "Institution of a Gentleman" Woodward says: "The theme is that no man may be 'gentle' without personal excellence. It follows naturally that such excellence is to be looked for as the fruit of proper education. Now the function of a gentleman is to lead; his excellence will then be proved by his usefulness in the particular sphere he occupies. The responsibilities of parents are thus not to their children only, but to the State for whose behoof they instruct them."²

Personal excellence does not consist merely in having a sound body, and active mind, and a good character. It lies in the assembling of these three pre-requisites, out of which a fourth arises; namely, the power to use the first three judiciously and pleasingly to others, throughout one's

¹ Essay on Morals; Alexander Pope.

² Education during the Renaissance; W. H. Woodward. P. 96.

experiences in life. This power may be called the participative appreciation of the niceties of culture, courtesy, manners, or what you will. Its cultivation is the aim of social education. Its possession assures its holder kind consideration and acceptance at the court of culture and refinement.

It is a far cry from the crude deportment of a lusty, lively lad, to the bearing of a Chesterfield. But no demand is made for an immediate transition. The call is for a positive ultimate result, and the effort must be made to secure a gradual accretion of social amenities. Our grandmothers contended that "company manners" were impracticable, yet the support of an opposite belief is by no means an expression of hypocrisy. The social occasion stimulates the deportment requisite for that occasion. A boy who has had proper training, can command a proper social bearing as well as the boy who has studied German can make use of the tongue should he happen to travel on the Rhine. As the boy grows older, and his touch with the world becomes more regular, his use of social powers, before intermittent, will become naturally as constant as the demand upon them. Passive instincts change with adolescence, unconsciously to active instincts, providing they have surely been latent

from the days of the junior school. Like every other subject that penetrates the boy's mind during the formative period, he stores away the facts, and brings them forth for organisation and use in later years. So with this hope within us, we may trust the boy to rise to the exigencies of the social occasion, and at the same time enjoy the free life of boyhood as pictured by Hall.

"As this period (boyhood) draws to a close and the teens begin, the boy should have fought, whipped and been whipped, used language offensive to the prude and to the prim precisian, been in some scrapes, had something to do with bad, if more with good, associates, and been exposed to and already recovering from as many forms of ethical mumps and measles as, by having in mild form now he can be rendered immune to later when they become far more dangerous, because his moral and religious as well as his rational nature is normally rudimentary. He is not depraved, but merely in a savage or half-animal stage, although to a large-brained, large-hearted and truly parental soul that does not call what causes it inconveniences by opprobrious names, an altogether lovable and even fascinating stage. The more we know of boyhood the more narrow and often selfish do adult ideals of it appear. Something is amiss with the lad of

30 YOUNG BOYS AND BOARDING-SCHOOL

ten who is very good, studious, industrious, thoughtful, altruistic, quiet, polite, respectful, obedient, gentlemanly, orderly, always in good toilet, docile to reason, who turns away from stories that reek with gore, prefers adult companionship to that of his mates, refuses all low associates, speaks standard English, or is as pious and deeply in love with religious services as the typical maiden teacher or the 'A la mode' parent wishes. Such a boy is either under-vitalised and aenemic and precocious by nature, a repressed, overtrained, conventionalised mannikin, a hypocrite, as some can become under pressure thus early in life, or else a genius of some kind with a little of all these."¹

It does lie within the scope of social education nevertheless, to develop in the lad, to a certain degree, a sense of obligation to environment, a social responsibility, which will function in the cognition of the social occasion. The American boy is woefully lacking in this faculty, if we are to trust the testimony of our senses. The simplest proof of this assertion is an observation of a small son of wealthy parents in the city at holiday seasons, or at hotels, camps, or travelling, during the longer vacation afforded by the sum-

¹ Youth; G. Stanley Hall. P. 236.

mer. There is a certain forwardness and sub-conscious vulgarity to his mannerisms and expressions, an uneasiness of person, and a lack of straight-forwardness, that are not the characteristics which should be found in a healthy, upright lad—even in a lad running the boyish gamut enumerated by Dr. Hall.

The sub-preparatory school still has the problem of social training to solve. Until it does so, Bacon's advice to parents is still in place: "But till you can find a School, wherein it is possible for the Master to look after the Manners of his scholars, and can show as great Effects of his Care of forming their Minds to Virtue and their Carriage to good Breeding, as of forming their Tongues to the learned Languages, you must confess, that you have a strange Value for Words, when preferring the Languages of the ancient Greeks and Romans, to that which made 'em such brave Men, you think it is worth while to hazard your son's Innocence and Virtue for a little Greek and Latin."¹

Bacon has this also to say on the subject of manners, and the method indeed that he suggests, supports the argument of this chapter. "Manners," says he, "as they call it, about which

¹ Essay on Education; Bacon. Sect. 70.

children are so often perplex'd, and have so goodly exhortations made them . . . I think are rather to be learnt by Example than by Rules: and then Children, if kept out of ill company, will take a pride to behave themselves prettily, after the Fashion of others, perceiving themselves esteemed and commended for it. But if by a little Negligence in this part, the boy should not pull off his Hat, nor make Legs very gracefully, a Dancing-master will sure cure that defect, and wipe off all that Plainness of Nature, which the a-la-mode People call Clownishness."¹

There is still another aim of social education. It is the development of the power of initiative and leadership, a capacity that will enable the boy to become the man of the hour. If a boy or youth is physically, mentally and morally prepared to step into some executive or administrative position, he must not miss the opportunity because he has failed to perceive it; or having seen it, because he lacks the spirit of good fellowship to make it his own. It is not necessary to fraternise with one's inferiors—providing the inferiority is certain—in order to manage them, but a well-directed camaraderie at once insures the position of the holder against violation, and

¹ Essay on Education; Bacon. Sect. 74, 67.

at the same time commands the loyal support and best efforts of those under his authority. This will hold true whether the young man finds himself the head of an office force, the president of a growing railway system, the manager of a manufacturing plant, the captain of a vessel, the counsel of a modern corporation, the surgeon at an operating table, the clergyman building up a church, or the headmaster in control of a school. But this capacity fails to fructify if colored by snobbishness, and indeed, though every effort should be made to show the lad that he will be properly privileged to hold positions of political, legal, commercial, mercantile, financial or educational authority, that a mis-use of his power or an undemocratic employment thereof, is unworthy of a patrician.

The social development of the boy contributes to his personal equation. It is for men of personal equations that the world is calling to-day. It is a false supposition that this element springs full-grown into existence into a man's make-up, after his days at school and college are over. If it does not find its inception in the elementary school, its further development in the secondary school, and, to some extent, its expression in college activities, it is apt to remain a negative element in the man's character. General educa-

tion must give us the power to apply knowledge as well as to gain it, and the application is social, inasmuch as it affects both the individual and those with whom he may come in touch. This is that knowledge which, as Milton says, "belongs to good men and good governors."¹

As in the case of moral training, social education is a slow, indirect process. For that reason it can be started none too soon; and because the junior boarding-school may offer the first environment beyond the home, quite properly is it the place for social development to find its inception. The procedure should remain unforced, bearing in mind Bacon's advice: "Boys will be unavoidably taught assurance by conversation with Men, when they are brought into it, and that is Time enough."²

¹ Essay on Education; Milton. P. 477.

² Essay on Education; Bacon. Sect. 70.

VII

THE DAY'S WORK.

AFTER due consideration has been given to the theoretical educational requirements of the boy, the question next arises; "What are the conditions under which these purposes can be practiced most effectively in respect to the lad himself?" Of course the lesson-curriculum is of prime importance, and yet lesson-work consumes at most not more than one-quarter of the entire day,—six hours out of the twenty-four. The remaining eighteen hours, being the majority, justify the first consideration for a distribution that will produce the best results. It seems hardly necessary to defend the programme presented on the following page, and comments can only prove in the nature of an explanation. The arrangement of the daily programme is the pivotal point upon which the well-articulated, quadruple development of the boy depends, and as the success of the school is in direct ratio to his progress, it is obviously important that no efforts be spared in outlining the boy's routine to best advantage.

92 YOUNG BOYS AND BOARDING-SCHOOL

| | Autumn and Winter | Spring. |
|--------------|-------------------|--------------|
| Rising-bell | 6:50 | 6:50 |
| Breakfast | 7:30 | 7:30 |
| Recreation | 8:00— 8:30 | 8:30— 8:30 |
| Roll-call | 8:30 | 8:30 |
| First Hour | 8:40— 9:15 | 8:40— 9:15 |
| Second Hour | 9:20— 9:55 | 9:20— 9:55 |
| Third Hour | 10:00—10:35 | 10:00—10:35 |
| Recreation | 10:35—11:00 | 10:35—11:00 |
| Fourth Hour | 11:00—11:35 | 11:00—11:35 |
| Fifth Hour | 11:40—12:15 | 11:40—12:15 |
| Sixth Hour | 12:20—12:50 | 12:20—12:50 |
| Luncheon | 1:00 | 1:00 |
| Recreations | 2:00— 5:00 | 2:45— 6:00 |
| Clean-up | 5:00— 5:20 | 6:00— 6:20 |
| Seventh Hour | 5:30— 6:15 | 2:00— 2:45 |
| Dinner | 6:30 | 6:30 |
| Chapel | 7:20— 7:30 | 7:20— 7:30 |
| Social Hour | After Chapel | After Chapel |
| Bed Hour, | | |
| age 7 to 9 | 7:45— 8:15 | 7:45— 8:15 |
| Bed Hour, | | |
| age 10 to 12 | 8:00— 8:30 | 8:00— 8:30 |
| Bed Hour, | | |
| age 13 to 15 | 8:15— 8:45 | 8:15— 8:45 |

SUNDAY PROGRAMME—ALL TERMS ALIKE

| | |
|-------------------------|-----------|
| Rising-bell | 7:45 |
| Breakfast | 8:30 |
| Bible History | 9:30 |
| Start for Church | 10:30 |
| Back from Church | 12:30 |
| Dinner | 1:30 |
| Recreation (Afternoon) | 2:30-5:30 |
| Roll-call | 5:45 |
| Supper | 6:00 |
| Choir Drill | 7:00 |
| Letter-writing | 7:30 |
| Bed hour—as other days. | |

It will first be noted that forty minutes elapse between the ringing of the rising-bell and breakfast. This would be too long a time were not much more to be done in that period than mere washing and dressing. Formerly a setting-up drill would have been recommended for the boy just out of bed, but unless the morning is very stormy, the time allowed for this exercise is better spent in the open air. The youngster upon jumping from bed and out of his pyjamas should have a short needle bath or a brisk "ducking" in the tub in water that is cold, or practically so. A bath of this sort is better than a drenching "shower," and is followed with a quick and

healthy reaction. The mere putting on of clothes may be a rapid process, and deserves no more time than sufficient to assure neatness of person and the arranging of the bed for its daily airing. The process so far, culminating with a well-washed, completely-dressed youngster, in spite of the perversity of inanimate things such as broken shoe-laces and wilful collars, should not occupy over twenty minutes, and within five minutes after this, the boy should be responding for the tramp of half a mile or more that displaces the setting-up drill, gives him a taste of nature, fills his lungs with fresh air, and assures a wonderful appetite for breakfast—all at the same time. In the frostier weather of the late autumn and winter, when the cubicles are extremely cold as the result of windows opened over night, the school should provide a common dressing-room for each dormitory group. This should be properly heated and used by the boys under surveillance of the dormitory master, or if efficient, by one or more praefects. In fact the common dressing-room is an admirable scheme for every season of the year, as the plan abolishes loitering and all mischief that might result therefrom. Breakfast is seldom a meal that exceeds half an hour, and the thirty minutes additional before school work begins, is free time to

await the arrival of the mail, find another bit of fresh air, and more important still, for the daily movement of the bowels. From the carelessness with which boys attend to this diurnal necessity, it would almost seem as if many homes had been negligent in establishing this habit of decency and hygiene. With an open closet provided for an average of every ten boys, there should never be any excuse that ample opportunity for defaecation is not included in the school programme.

The ten minutes allowed for roll-call are, without doubt, sufficient time for the calling together of the school, and for making the necessary announcements for the day. The study and recitation periods are thirty-five minutes in length, with five minute breaks for fresh air, chatter, and micturition. The Sixth Hour coming at the close of the morning is slightly shortened, while the Seventh Hour, coming after a decidedly prolonged break, and used for preparation rather than recitation, may be safely extended to forty-five minutes. Shaw says in his book on school hygiene: "The length of the periods given to recitation in the various school years is an important matter. It will be found that much more can be gained by short intensive periods of recitation, than can be gained otherwise. The mistake is constantly being made in

the arrangement of school programmes of requiring pupils to give attention for too long a period."¹ In the grades corresponding to the average forms of the junior boarding-school, Shaw fixes the limit at thirty minutes. It is possible that, upon some occasions the instructor might wish to extend the time a minute or so, and the idea of the thirty-five minutes allowed in the programme here, is to provide thirty minutes of intensive recitation, and the remaining time, following a "first bell," for the assignment of the next lesson, making up of records, correction of papers, etc., etc. As the hours are so short, the boys should understand that permission to leave the room, except in cases of extreme urgency, will not be granted. In the end, this plan will prove an economy of time.

At the morning recess, all boys should be required out of doors, and no better way of filling this period can be suggested than by ten minutes of brisk setting-up drill in the open air, to be followed by a light luncheon of biscuit and milk.

At the end of the Sixth Hour, ten minutes are allowed for preparation for luncheon, and then an hour is allotted to a meal which should cover forty minutes. The afternoon recreations are

¹ School Hygiene; Shaw. P. 231.

scheduled to fill the earlier portion of the afternoon in the Autumn and Winter Terms, and the latter part during the Spring Term when the days are longer and warmer. The clothing should always be changed before going out for sports, and a definite report made to the master in charge for the day. On stormy afternoons, walking may still be enjoyed, or else extra work in the manual training shop, play in the gymnasium, or special dispensations in the swimming-pool may take its place. There should be thirty minutes allowed at the close of the afternoon recreations, for "showers," dressing, and perhaps light refreshments, such as are frequently served in the English schools at this time.

The Seventh Hour is essentially a preparation and make-up period. The schedule should require all prepared and unprepared lessons to come in the morning hours, and allow frequent free periods then as well. With the individual attention that a school such as this should give, further time for study is unnecessary, and thus the mistake of sending young boys to bed immediately after intense mental activity, is avoided.

The evening meal should include the best part of an hour. It should be the formal meal of the day in dress, yet informal enough in its conversation and pleasantries to abandon stiffness

without losing dignity. The question of a first-class table is pertinent here. Children are more susceptible than adults to the effects of food of inferior quality. They need a good varied diet, and yet, "during the whole period of childhood up to the age of puberty, the closest attention should be given to the regulation of the kind and amount of food given them."¹ The human engine has not only to go but to grow, and it is a very poor institutional economy and business policy that would restrict the fuel during boyhood. The idea that a meat diet stimulates sensuality is not accredited in the best medical circles to-day. Dr. Albert Moll of Berlin has this to say: "The suggestion has been made that from the sexual outlook the diet of children is a matter worthy of the most earnest attention. Nothing should be given to the child which may exert a sexually stimulating effect; especially we must avoid giving heavy foods late in the evening. More detailed direction (in special textbooks referred to) are also given as to the use of particular kinds of food, some of which may be consecrated by tradition, and yet seem to have but small reasonable foundation. To this category belong the prohibition or limitation of flesh-

¹ Pediatrics; Rotch. P. 245.

foods, and the prohibition of asparagus, celery and other articles of diet. There is no proof that such things have a stimulating influence upon the sexual impulse, either in children or in adults. We might more readily incline to believe that certain spices may have such an influence; but even as regards these, no great anxiety may be felt. As regards alcohol, many maintain that it has an exciting influence upon the sexual life, and thus gives rise to all kinds of excesses. This may be true of a good many cases, but the rule is by no means so general as is commonly assumed.”¹

A liberal vegetable diet is certainly cheaper in these days of high meat-prices, and the children of the laboring classes brought up mainly on the same, appear well; but the energy which the food gives must be considered quite as much as the physical growth it induces, and as Spencer says: “Both in mental and physical vivacity the low-fed peasant-boy is greatly inferior to the better fed son of a gentleman.”² There is no need however of more than one “heavy” and one “light” meat a day for the boy, and that the former

¹ The Sexual Life of The Child; Moll. P. 309.

² Education; Spencer. P. 248.

should be served as the evening meal, is not against the recommendation of the eminent German specialist just quoted, for it will be noted that he merely advises against heavy foods *late* in the evening, probably with the Continental dinner-hour of eight o'clock in mind, whereas our schedule expects the evening meal to be started not later than six-thirty o'clock. But beyond the question of diet, it is surely most important that the lad should learn to be able to eat whatever food may properly find place on a gentleman's table, and to do so without being finicky or fault-finding, and in such quiet form, as to be inconspicuously well-mannered.

If a chapel service is to be anything more than a mere formality, the evening hour adds a mysticism that appeals to many a lad even though the service is extremely simple—a brief passage from the Bible, a prayer, and a hymn in which all may join. After that the evening should be devoted to social diversions, except in disciplinary cases, where a little additional time may be required in the school-room.

Dr. Rotch, in his wonderful manual on the child—"Pediatrics"—says that the best rule for rest, is to "allow the child to sleep as long as it naturally can." It is possible to reduce this "naturally can" to reasonably accurate figures.

Dr. Newsholme of the University of London, tabulates the requisite sleep as follows:

7 year old boys require 11 hours of sleep.

9 year old boys require 10½ hours of sleep.

12 to 14 year old boys require 9 to 10 hours of sleep.¹

This tabulation has governed the time allowed for sleep in the school programme presented on page 92.

The Sunday programme must be somewhat different. Although the rising-bell is set at 7:45, it is true that this is far too late an hour for the Spring Term, and local conditions must govern. The general programme for the day however has in mind the idea of keeping it as fully occupied as possible. It may be, if the school maintains its own chapel that clergymen can be had more conveniently for the afternoon, in which case it is possible to make the morning the principal period of recreation, and devote the early afternoon to visitors and the close of the day to a vesper service. But whatever the hour of service the three hours or more on Sunday devoted to out-door activities must be so filled as to prove distinctly a time anticipated with pleasure and remembered with fondest of recollections. The

¹ School Hygiene; Newsholme. P. 90.

austerity of the Puritanical Sabbath should be displaced by the modern "athletic Christian." Roll-call at the close of the afternoon is a mere formality. Supper may come at six, a gladsome meal at the close of a happy day. In the evening there is the weekly home letter to be done, carefully, but not supervised.

If we pause to consider the clothing of the boy at school, the memory of our own days at a military academy may creep into mind, and we can well remember the stiff discomfort of the uniforms. Military schools have, no doubt, their offices to fill in the sphere of education, but they are bound to be purely institutional in character—a spirit furthest from the welfare of the average lad, for it is only at the small home-school that the young boy will have the full and proper attention necessary to assist him in his "pursuit of perfection." The military school however, offers one good indirect suggestion—the uniform. If the repressive, tight-fitting, brass-buttoned suit could give place to a soft, loose, neat and distinctive school costume—such as is worn by the boys at "Abbotsholme" for instance—which every lad should be required to wear, a good deal of snobbishness arising from differences in dress, which even youngsters recognise, would spontaneously vanish. And in addition, such an

uniform would tend to promote a boyish solidarity, to say nothing of advertising the school in a modest way.

As to the quantity of clothing and its texture, there is no doubt but that the older method of "bundling up" is giving place to a more modern idea of lighter apparel; although Spencer, and a few modern physicians as well, deprecate too light clothing for children on the ground that a boy's extra energy which should be directed to growing, should not be spent in keeping him warm. The scientist fixes this rule: "Put on clothing in kind and quantity sufficient in the individual case to protect the body effectively from an abiding sensation of cold, however slight."¹ This is a good standard to follow, providing it is given a most contemporary interpretation. The particular problem commands the attention of the director of the school, who should take into consideration the climate of the locality, the occupations of the boys, and the temperature at which it is proposed to keep the school. The lad who has had a cold bath and a good romp in the morning, even when lightly dressed, will have no reason to complain of the cold, and furthermore, will be less liable to

¹ Education; Spencer. P. 263.

grippe and "colds" than the lad living under a less Spartan regimen.

Before dismissing the subject of clothing, the question of night-clothing needs some attention. Fortunately the day of the old-fashioned night-shirt has passed, and they should be forever barred from a dormitory. Pyjamas are sane and comfortable. They afford protection to restless sleepers who are apt to kick off the bed-coverings, and more than that, prove an impediment to the practice of self-abuse. The pyjamas should not be of too heavy material, nor should the bedding be too abundant. Mistakes of this sort contribute to restlessness, dreams, and other unnecessary conditions. If there is a mistake made, let it be on the side of light bed-clothes. Spencer's rule may be applied in this direction—Let there be sufficient bed-clothes in use, so that the boy is warm *as he lies*. Heavier coverings may be at hand and if the boy *really* feels the need of them, he will have the energy to rouse himself and pull them over him. Minor considerations of this nature contribute to the boy's welfare, and the school that claims to perform the duties of the home, must not fail to attend to even the smallest points that relate to a lad's comfort.

The traditional "Saturday night bath" must give place to the convenience of dormitory ad-

ministration. With a daily "ducking" in the morning, a "hot shower" after exercising in the afternoon, and the average washing-up for meals, it is a question whether more than one "hot tub" is needed during a week. This is governed by circumstances; but the weekly scrubbing must be a thorough one, and should be supervised. The lad of eight or ten may need assistance to remove the dirt from sacred precincts, such as "behind the ears" for example, or perhaps persuasion to believe that it is more than "tan." The dormitory master must stand ready to perform such personal service, remembering the failures of his own childhood. Some physicians claim that baths should never be taken within two hours of a meal, but this seems an exceptionally long interval.

On the subject of swimming-pools there is much to be said. Many of the leading American schools do not favor them on hygienic grounds. At some schools they have proven the focus for salacious conversation and sexual indecency. Properly supervised however, both in respect to frequent refillings and judicious use, it seems as if the swimming-pool were a valuable adjunct to any school. Certainly the exercise brings nearly all the muscles into play and actually being in the water means a very close touch with nature. Added to this is the great value of being a master

of the art of swimming; and the objections on moral grounds can certainly be eliminated by a director in charge, who understands his boys.

Another important question is the weekly holiday. There is the traditional whole holiday, usually Saturday, though in some schools Monday or even Thursday. A free day Saturday encourages the privilege of week-end absences. However agreeable this may prove to the boy and his family, or whatever relief it may bring to the school, it has the one great disadvantage that the boy is so frequently exposed to contagious diseases. This is equally true if Monday were the holiday, although this plan has one point of commendation—lessons are apt to be the better on Tuesday through preparation on Monday night. But interruptions in the school routine are always the source of trouble where the young boy is concerned, and a whole day free, either before or after Sunday is apt to prove the truth of the old adage, that "Satan finds some mischief still for idle hands to do."

Another plan, far better in the boarding-school, and in use in practically all the schools of England, as well as in many of the leading boarding-schools of America, is the Wednesday and Saturday "Half-Holiday." By that plan the morning is shortened by a recitation hour on

these two days, and the afternoon preparation period omitted entirely, thus giving an absolutely free afternoon. This plan is sure to coincide well with the athletic interests of a school, facilitates the operation of the "credit holiday" scheme, which will find discussion later (see page 167), and at the same time infringes very little upon the regularity of school routine.

The recognition of incidental state holidays, with the exception of Thanksgiving day, is unnecessary. Certain American boarding-schools that do not grant their pupils leave of absence on the national feast day, have substituted the admirable scheme of inviting their patrons to dine at the school then; and although the expense of this plan may be a serious consideration, it has worked out well in other ways wherever tried.

The regular vacations conclude this chapter. The school session in the trying climate of the Middle Atlantic States, can hardly last longer than from October to June. This gives the boy a summer of unusual length, yet the eight months of school afford the time for better general development than the public school can produce in ten. This is because the boarding-school has the constant supervision of the lad, which, rightly directed, is bound to effect the maximum results in the minimum time.

During the school-year of eight months, two short vacations are in order; fourteen to eighteen days at Christmas time, and ten days in the Spring. This proves an adequately worked-out term scheme for any junior boarding-school in America, and it is one which permits of summer use of the school premises, or of a camping plan supplementary to the regular school work.

VIII

THE CURRICULUM.

AS has been indicated before, the curriculum should fit the boy, so that his four sides—his physical, mental, moral and social natures—may find constant, normal and proper development and training. The subjects to be handled in the junior boarding-school, do not have to be fixed with that unfortunate utilitarian purpose in mind, that underlies the formulation of the public school curriculum. The intellectual capacity that the boy shall need to attain personal excellence, and the psychological laws suggested in Chapter IV are the principal factors which determine the lessons he shall study, and the age at which he shall begin them. McMurry is right in claiming that the obsolete and useless material should be eliminated from the curriculum, that it should be simplified by correlation as far as possible, and that the school course as a whole should be more thoroughly organised;¹ yet it is

¹ Course of Study in the Eight Grades; McMurry. Pp. 21-23.

probable that a closer analysis of his views would disclose the fact that he is thoroughly in sympathy with the present trend of the public school's curriculum, which, while providing a boy with much that *he may find useful*, is constantly discarding all that is inspirational in literary lines. It is important that the boarding-school, should take a broader outlook on intellectual development, and provide the boy with subjects of wider cultural and cultivating content at a time when he is mentally equipped to grasp them most readily. For this reason the school may assume a somewhat ungraded appearance, and yet a subject may be quite properly assigned to forms, and boys as properly assigned to classes which offer the work nearest to their immediate capacities. It is strange that this plan should be worked out so well in the majority of English schools when their natural inclination towards hard and fast regulations is borne in mind. But they do it by having all the mathematics classes recite one hour, the Latin classes another hour, etc., etc., to various form-masters, and the boy is fitted in according to his progress. In American private schools the departmental system is so in vogue, that taking mathematics in one form, Latin in another, and perhaps English in a still different one, would involve a

hopeless entanglement of the average schedule. Yet there is much to be said in favor of departmental instruction, especially as it allows the employment of specialists in each particular subject, and gives the boy a chance for contact with various masters. The private school is censurable if it fails to produce far better results in the class-room than the public school, for not only are the groups of pupils much smaller, but the masters usually have a range of college education, travel and social advantages behind them, in which the average normal school graduate is quite deficient.

The following curriculum is suggested for use in a junior boarding-school which would accept a boy aged nine for admission to the first form. The work in that form presupposes but the simplest preparation—a little working knowledge of the four fundamental processes of arithmetic, the ability to write a fairly legible hand and to read intelligently average handwriting and simple printed matter. The sixth year of this curriculum is practically equivalent to the first year of work in the public high school, and is only provided in case the boy is not sexually mature enough to warrant his change to a secondary boarding-school, that is, one offering a four-year college-preparatory course, at the end of his Fifth Form work.

When this thesis was first prepared to satisfy the completion of certain graduate courses in education, the writer was compelled to evaluate each subject in the curriculum; but cut loose from the requirements of academic theories, and in the light of subsequent very practical experience and success, he has found that a definite formulation of educational values is far less important than the consideration of the effective teaching of such subjects as common opinion, and the experience of years in the long-established schools, have designated as necessary in the curriculum. It is, then, with all due respect, that the reader's attention is directed to the hundred and one books already published on the subject of educational values, while this treatise from now on will avoid the expression of even such simple theories as have been indulged in, and devote its pages to the administrative and practical side of the junior boarding-school.

MATHEMATICS

Form I. Elementary Arithmetic.

Form II. Common fractions, decimals and compound numbers.

Form III. Percentage, and Arithmetic completed.

Form IV. General review in more advanced text-book.

Form V and VI. Concrete Geometry and Algebra to quadratics.

Obsolete topics are to be omitted in Arithmetic, and problems more readily solved by algebraic processes, are to be treated as such. Particular care and attention should be given to drill in Mental Arithmetic, and to problems in Business Arithmetic, solved in a practical, business way. The "spiral method" is apt to sacrifice a thorough mastery of any one subject. Thorough drill in the fundamental processes, especially the multiplication tables, is essential. Clear and accurate reasoning should not be expected too soon. It is a power which develops with puberty and Algebra and Geometry are subjects in which it can find readier expression than in Arithmetic pure and simple. Concrete problems are always valuable. Facility and accuracy in the processes depend more upon constant drill with smaller numbers, than irregular oral work in larger figures.

ENGLISH

Spelling, Penmanship and Reading as such, should find a place in all the forms and should not be sacrificed to the fetish of correlation.

Letter-writing in the younger forms should expand to the weekly and daily theme. Theme work should always be considered in respect to form, style and organisation of content-matter, never as to length. The schedule in fact bars themes over two hundred words. But written expression is no more important than oral expression, vocabulary at command, pronunciation, and articulation. Good diction is very much a matter of imitation, and the staff should be chosen with that idea in view. The technical work of English has its place in Grammar and Rhetoric. It is probable that, with Latin Grammar, English Grammar needs less consideration, but Rhetoric, or as the modern text-books are styled—"Composition"—should be well studied as such. School dramatics offer splendid opportunities for correlated work in English, and also a school publication. The following suggestions are made towards the boy's introduction to literature:

Form I.

"In the Days of the Giants."

"Stories of Great Men."

"Big People and Little People of Other Lands."

"Robinson Crusoe."

Form II.

- "Song of Hiawatha."
- "Alice in Wonderland."
- "American Life and Adventure."
- "Old Greek Stories."

Form III.

- "Andersen's Fairy Tales."
- "Tanglewood Tales."
- "Stories of Ulysses."
- "Water Babies."

Form IV.

Heroic Ballads.

- "Rip an Winkle" and "Legend of Sleepy Hollow."
- "Stories of English History"—Warren.
- Selections from Burroughs, Longfellow, Hawthorne, Dickens, et al.

Form V.

- "Alhambra" and "Sketch Book."
- "Last of The Mohegans."
- "Tom Brown at Rugby."
- "Treasure Island."
- "Tales from Shakespeare."
- "Courtship of Miles Standish."
- "Vision of Sir Launfal."

Form VI.

Masterpieces of American Literature.

“Evangeline.”

“House of Seven Gables.”

“Christmas Carol.”

Selected Plays from Shakespeare.

Public speaking for all forms is a good old stand-by, and should be regularly covered, with encouragement towards extemporaneous remarks and debate in the fifth and sixth forms.

HISTORY AND POLITICAL GEOGRAPHY

There is a natural alliance between these two subjects that makes correlation practical. A boy appreciates a vigorous, concrete view of History, rather than its philosophical side, and usually is keen about Geography, especially if the master has a fund of experience to draw upon, and introduces a certain amount of clearly defined work for preparation in the form of map-drawing.

History and Geography are inspirational subjects, and may be made to reach the boy's interest through his love of adventure and hero-worship. It is probable that History is more rationally developed through following it in its course as it was made, and for those who feel

that American History should be more conspicuously featured, it is suggested that it be introduced as work in Reading.

Form I. Introduction to Greek History through Mythology.

Physical Geography. (See Nature Study.)

Form II. Simple Greek History.

Physical Geography, as above.

Form III. Simple Roman History.

Political Geography—Eastern Hemisphere.

Form IV. English History.

Political Geography—Western Hemisphere.

Form V. American History.

Commercial Geography.

Form VI. Civil Government.

NATURE STUDY AND PHYSICAL GEOGRAPHY

The aim of Nature Study may be made the understanding on a boy's part of the development, growth and care of his own body. Physical Geography may be associated with this, inas-

much as the subject affords an opportunity for the lad to learn the conditions of life existing in the world beyond his own immediate vicinity. The manner in which these subjects are presented, it is hoped, will encourage the boy to learn from nature the wonders of life, and to find the expression of those wonders in the human form. A boy at puberty should be able to account for his own existence, and to realise the responsibility that falls on the fathers of the next generation. Before leaving the junior boarding-school the ideals of pure and decent manhood should be fixed in his mind, and there is no more rational way of attaining that end than through a study of nature, supplemented by the intimate friendship of an older man—either the headmaster or one of his assistants, in close touch with the boy.

Form I. Study of common birds and animals.

Form II. Study of flowers, trees, vegetables and seeds, with special attention to germination and cross-fertilisation.

Form III. Study of wild plants, insects and animals. Observations of the weather. Simple Physics.

Form IV. Protective devices of animals and plants. Vegetable reproduction. Simple Chemistry.

Form V. Animal reproduction. Mineralogy. Physical Geography.

Form VI. Physiology and Hygiene. Physical Geography.

MODERN LANGUAGES

The introduction of Modern Languages into the junior school curriculum, gives the boy the opportunity to acquire conversational power and proper accent, while, psychologically, it is the easiest for him to do so. Grammar, composition and translation in any degree, which require preparation should not come in the earlier forms. There is no branch of learning more cultural than the acquiring of a modern tongue, and its value is not only intellectual, but practical. The curriculum of the school should offer six years of either French or German, and three of Latin; yet the programme might be flexible enough to allow three years in the second modern language instead of Latin. It is ill-advised however, to let the boy make such a decision as this. A

120 YOUNG BOYS AND BOARDING-SCHOOL

privilege extended to one should mean a privilege extended to all, and the headmaster should be far-sighted enough to limit irregularities. The election of studies may prove a possibility in the upper school, but seldom in the lower.

Form I. Conversation (in language chosen).

Form II. Conversation and simple Reading.

Form III. The elements of Grammar and Composition.

Form IV. Grammar, Composition, Memorising.

Form V. Composition and Grammar. Reading:

In French—"Contes et Legendes."

"Fables," etc., LeFontaine.

In German—"Immensee"—Storm.

"Hoher als die Kirche," etc.

Form VI. French Reading:

"La Tache de Petit Pierre."

"La Tulipe Noire," etc.

German Reading:

Schiller's "Wilhelm Tell."

Lessing's "Minna von Barnhelm," etc.

LATIN

While there is a loudly-voiced protest against the study of the Classic Tongues at present, the argument still holds true that in Latin and Greek are to be found the true sources of European Literature, and to appreciate literature beyond its mere content, some knowledge of the languages in which it was founded must be the student's property. This, of course, is an unnecessary accomplishment for the artisan, but for the gentleman it is an essential element of his education. America has become so utilitarian in its temper, and so afraid that an acknowledgement of good points in English education may thrust us again under the yoke of George III, that Latin bids fair to be less and less studied as the years go by. Although foreign to the public school curriculum, there is both the time and reason for it in the private school. The study of its grammar eliminates much drudgery from English. Historically treated, it vitalises two thousand years. Should the question arise; "If Latin is so important, why not include Greek as well?" the reply would be; "Greek might well be studied in our fifth and sixth forms were the demand for it greater and the difficulties of the tongue less. But considering its points in com-

mon with Latin, gained by the study of Latin, it is better left to the days of the secondary school, when Latin shall have been fairly well mastered." Returning then to the three years of Latin, the work may be distributed as follows:

Form IV. Introductory work to the Subjunctive Mood. Simple readings.

Form V. Completion of the essentials of Grammar and Syntax. Readings. Introductory work in Composition.

Form VI. Simplified "Caesar." Composition.

MANUAL TRAINING

President Eliot has well said; "The human mind pervades the body. It is not in the head, but it is all over the body; and when you train the hand, or the eye, or the ear, you train the mind."¹ As Tyler adds, "Hand and mind are Siamese twins. The hand was intended to be used as the servant of the planning mind. Their centres in the brain stand in closest relation with the highest areas of thought. Thus anatomy

¹ Growth and Education; Tyler. P. 228.

teaches that manual exercise can not fail to develop mental power.”¹ Manual Training is unlimited in its application. It affords laboratory practice in every subject. It enables the boy to realise his thoughts in action. It is the summit of practical education. It balances with the humanities, the sciences and the Classics, to give an all-sided growth. It fixes in the boy’s mind the habit of visualising and materialising his conceptions, an instinct that will remain through life. Manual Training as such for younger boys should include rafia, sloyd, modelling, and such other occupations as awaken response in the particular group of pupils dealt with. The two great points about teaching it are as follows: First, careful work should be insisted upon; and second, the work must be *manual* in every possible respect, and methods of teaching it which might be considered as verging on the purely intellectual (for example—note books or written analyses), should hardly be introduced.

There are other minor subjects finding place very properly in the curriculum, such as Vocal Music, Drawing, Calisthenics, etc., etc.

An appreciation of music and an ability to sing, to say nothing of a talent for instrumental

¹ Growth and Education. Tyler. P. 229.

music being developed, are as important in general cultivation as History or the art of Letter-writing. Normal boys usually express some talent for music, and an opportunity for singing at least should find place in the curriculum. A school song arouses a splendid amount of loyalty and good cheer, and is a resource that no school can afford to neglect.

Drawing, for its part, is a form of manual training, yet far more aesthetic. It is one of the earliest forms of self-expression, and often the means whereby a boy may discover himself. The work must be along lines that will embrace the elements both of the industrial and the fine arts, and develop by spontaneous response, the inherent power in the individual.

The chapter on Physical Training discusses the subject of calisthenics at length, and the recommendation is later made that the morning recess be occupied with a "setting-up drill," if no other regular time for calisthenics find place on the programme.

The time allotment is an important phase of the schedule. The programme presented on the following page is planned to bring the best results; but in fixing definitely the hours for subjects, the heavier subjects—Mathematics, Latin and English—should have the first recita-

tion periods of the day when the mind is alert, and the more ready to respond. The value of subjects in "points," should correspond closely to the number of recitations a week, four-point subjects being allowed four hours, two-point subjects either two or three hours, and one-point subjects, one hour or less.

Although a strict adherence to the prescribed course has been urged, conditions will always arise demanding some flexibility of programme; but while the curriculum may permit some individual adjustment, the routine of the school should be rigidly adhered to. Plainness but fullness of life is what the school should provide the boy. "Luxury and all that goes to weaken life work is absolutely out of place in school, for, as we shall come to note more plainly, work, in its broadest sense, WORK, and the JOY of work, is the business of the school."¹

SCHEDULE OF WEEKLY TIME ALLOWANCES (periods)

| Prepared Work | Form | I | II | III | IV | V | VI |
|---------------|------|---|----|-----|----|---|----|
| Mathematics | | 4 | 4 | 4 | 4 | 4 | 4 |
| English | | 6 | 6 | 6 | 4 | 4 | 4 |
| Latin | | | | | 4 | 4 | 4 |

¹ Personality in Education; Conover. P. 69.

126 YOUNG BOYS AND BOARDING-SCHOOL

| | | | | | | |
|--------------------------|----|----|----|----|----|----|
| History | 2 | 2 | 2 | 2 | 2 | 2 |
| Political Geography | 2 | 2 | 2 | 2 | 2 | 2 |
| Nat. Study & Phys. Geog. | 3 | 3 | 3 | 2 | 2 | 2 |
| Modern Languages | 2 | 2 | 2 | 3 | 3 | 3 |
| | — | — | — | — | — | — |
| | 19 | 19 | 19 | 21 | 21 | 21 |
| Unprepared Work. | | | | | | |
| Drawing | 2 | 2 | 2 | 2 | 2 | 2 |
| Manual Training | 3 | 3 | 3 | 2 | 2 | 2 |
| Study Periods | 14 | 14 | 14 | 13 | 13 | 13 |
| | — | — | — | — | — | — |
| | 38 | 38 | 38 | 38 | 38 | 38 |

This schedule is based on thirty-eight periods per week, seven on Monday, Tuesday, Thursday and Friday, and five on Wednesday and Saturday. Perhaps two might be added for Sunday making one for Bible Class and one for letter-writing, according to the plan on page 93. At any rate, the Wednesday and Saturday Half-holiday arrangement is assumed as a basis for the above.

It will be noted that this schedule allows nearly as many periods of preparation as there are prepared recitations. The ratio is certainly sufficient when it is remembered that so much of the work with pre-adolescents needs to be done in class, and that any habits of loafing encouraged

by too much time in the school-room, are pernicious, and difficult to efface in later years.

There are other things which develop personal excellence that might have official place in the schedule, but being matters more of physical, moral, or social content, they fall more naturally within the "free time" of the boy. Swimming, dancing, riding, etc., should certainly be mastered by every boy before he leaves the junior boarding-school, but the introduction of these activities into the official curriculum must depend upon local conditions, and the economical division of time. The curriculum in its entirety should propose for its end, sound, upright, accomplished and lovable boys, and every subject or activity needs careful weighing before being introduced. The point of view of the usefulness of subjects and activities, varies directly as the educator may hold that the classes require vitally different up-bringing from the masses. The advice given by Mr. Merriam in his paper on "Fundamentals in the Elementary School Curriculum," read before the National Education Association at Chicago, in February, 1909, individually interpreted, may be of value to the headmaster. "We are learning that the most adequate adjustment to-day prepares for the adequate adjustment to-morrow. The boy cares

little to prepare for the future; his great desire is to *act now*. This child-view is in strictest accord with the recent thought designated by the term 'pragmatism.' To use the words of Professor Woodbridge: 'It would aim to introduce subjects into the general course of study, at the times when these subjects are needed for the extension of knowledge already acquired It would make the point of departure in the education of the individual students the student himself and his environment, and thus work upward.' ''¹

¹ Educational Review; April, 1909. Vol. 37.
No. 4. P. 393.

IX

THE PERSONNEL OF THE STAFF

IT must be evident to the reader that the personnel of the staff of the junior boarding-school is of no small importance in the successful administration of the institution. In order to make the school's curriculum and routine effective, a master must not only prove the boy's instructor, but his friend, his play-fellow, his confidant, his exemplar, and his parent as well. It is almost impossible for a prospective patron to meet, and to form an opinion of all the men with whom his son may be associated in the school, but he should assure himself of the intuition and integrity of the headmaster, and safely leave it to him to secure the best men obtainable to look after his boy. It is no easy matter to find a man of sterling character, one really fond of working with young boys, strongly masculine, and yet gifted with patience and other feminine qualities which make for proficiency in the care and management of pre-adolescent boys.

Some junior schools have accepted a few women as teachers. Dr. Henderson rather approves of them, but thinks "the plan is exceedingly bad, and especially for sturdy, growing, virile boys, if the women be inexperienced young girls, just from college or normal school, and quite unwilling and unable to deal with the vital, bodily side of life . . . They who fail in this work are much less to blame than the older person who imposes so strange a task, and that they do fail, I think every headmaster who has received boys from their hands would be obliged to bear witness . . . And yet it is desirable that boys should come at all stages of their lives under the influence of good women, and have the benefit of their wisdom and point of view . . . The way out (of this dilemma) is very simple; it is to have both men and women . . . an elder woman to deal with the younger children, tenderly but effectively, and with that matronly modesty which is not appalled by a naked child and his healthy appetites; a man, strong and gentle, to give the sloyd, and some other sides of the work."¹

¹ Education and the Larger Life; Henderson. P. 364.

An ideal teaching force of this sort is almost an impracticability in the small boarding-school, where the economic value of the teacher must be considered. The right woman would certainly add "new wisdom and point of view," but the right man can achieve almost the same results in that direction, and very much more in others, if at least assured of the co-operation of one woman in the capacity of house-mother. A woman can not be a boy's play-mate, disciplinarian, athletic leader nor real instructor in the school arts. But she has the right to approach his spiritual nature, to comfort in moments of discouragement, and to applaud at times of success. The boy however, is a man in the making, and should be made a man by men.

The qualifications of the "right man" are difficult to define. His selection is perhaps the headmaster's hardest problem, for upon his assistants depends the welfare of the boys and the success of the school. The school needs an instructor not only cultured, but cultivated, with all that that term implies. Men such as these are hard to find among the recruits from whose ranks the teacher is usually drawn. College degrees assure a certain modicum of culture and look well in the school catalogue, but they guarantee no real polish, no "savoir vivre" beyond the expo-

riences of the university. The proof that this "right man" for the lower school is hard to find, is merely in the observation that the demand far exceeds the supply. The young man just out of college who essays teaching, will probably be more successful in upper school work than in lower, for his own recent experience as a secondary school pupil, and his immediate enthusiasm for his "alma mater," to say nothing of the possible drudgery in teaching elementary subjects, the uncertainty of the recognition of academic seniority, and the limited financial prospects in this particular line,—all are objections to taking up work in the junior school. A man somewhat more mature, reverts with greater facility to articulation with the interests of boyhood. Though he has left the "Court of Boyville" years ago, he may yet win a quasi re-entrance as privy-councillor. More than this he can not hope for, but this alone will enable him to achieve his purpose.

Dr. Thring, the famous English headmaster, said: "There is no more tendency in boys to betray their friends than there is in men; nay, not as much. But, then, who are their friends? The whole plan and practice of the school must convince them that they and their governors truly form one body, and that the government

is their friend,"¹ and again on another page of "Education and School," "If truth and honor are required in a school, all things must be framed in such a way as to work out the objects professed with thorough truth; and any want of truth, anything that is false will inevitably find its way into the life of the boys and taint it. And no wonder; nothing is detected so soon as inconsistency, and eyes looking upward see sharply. Those who stand low on the ladder observe the dirt under the boots of those above them, however spotless their coats may be, and are apt to care little for preachments dropped down from aloft, telling them to keep clean and be good. Those who look up, ought to see no dirt. Truth is required to produce truth, and when the machinery is right, and all things are working truly, truth may be fairly expected to return, and boys may be trusted, and can be trusted, safely."¹

Horne feels that one of the prime requisites of a successful teacher is interest. "Interest," he says, "begets interest. There is nothing so contagious as a feeling. Given a teacher himself brimming with interest in the subject taught

¹ Education and School; Thring. Pp. 29, 30.

for its own sake and for the pupil's sake, and that is a rare and frigid class indeed that will not thaw out under his genial influence."¹

Speaking on "Education as a Career" former President Eliot of Harvard said that "a teacher may look for four returns: First, the real delight he finds in imparting knowledge; Second, the pleasure he experiences in the response of his pupil; Third, the public consideration which may attend to a remarkable degree the work of a successful teacher; and Fourth, the making of disciples."² And yet a man must live, and not only live, but provide against old age. There must be some financial *quid pro quo*, except in the rare instances of wealthy and philanthropically inclined men. There is a cold matter-of-fact side to the shield beyond the "satisfaction to be found in the work," and it must be faced. Without the hope of founding in some dim, distant future, an establishment of his own, what has the under-master to look forward to? Is he teaching for a mere pittance because incapable of earning a living otherwise? If so, he is equally out of place as teacher. It may seem a sweeping

¹ Philosophy of Education; Horne. P. 195.

² Sanders Theatre, Cambridge, Mass., Tues., Apr. 13, 1909.

statement to make, but a man who is unable to earn his living in some other way as well, is incompetent to train a boy for participation in the affairs of the world.

The school should pay the master a salary sufficient to provide him with all the necessities of life and a few of its luxuries, and at the same time to permit his retiring on a modest competency from his savings, when his days of efficiency are over, for a time must come when teaching is no longer good for the teacher, and his time of efficiency is more limited with younger boys than with older. Our optimist, Dr. Henderson, paints a rosy future for him however, "He has given his best to the work, and he has gotten the best out of the work. To be at once and always a teacher is a very poor plan of life. It is much better to regard the teaching as a contribution and a discipline, and then to pass on. When one has made the contribution, and reaped the discipline, one is bound by the requirements of the experimental life, to seek a larger personal reaction and a theatre for greater social service. In doing this a man does not turn his back upon old interests and pursuits. He simply broadens and extends them. As an investigator, as a writer, as an artist, he carries his branch one or many steps further and touches

a larger audience. As a public-minded householder, as a statesman, he may bring his ripened powers to the service of a still larger destiny. . . . I am emphasising this strongly because on all sides one sees feeble dispirited teaching, and worn-out, discouraged teachers. One can not communicate what one has not got, and it is abundant, beautiful, glorious life that we want."¹

Of course "the profession of teaching does not propose as its object the making of money" (Eliot), and yet a master in a boarding-school, deprived at least for many years of the sacred privilege of home-making, can hardly be justified in following a vocation that yields only a philanthropic contribution to the social weal, if he has no other career in view, and is not himself in funds for the term of his natural life. Perhaps these are the reasons why so many men duly qualified to serve, use the profession as a temporary stepping-stone between college and permanent life-work, and do not labor with the same depth of interest, though not lacking in power, that we might expect from a master making work with boys his life-career, at least as far

¹ Education and the Larger Life; Henderson. P. 367.

ahead as he can see it. Perhaps some co-operative business policy on a school's part might assist the solution of the financial problem, still this suggestion is vague of formulation.

There is really as little encouragement to enter the vocation of a master in a lower school, as there is to hazard funds in the establishment of such schools. The headmaster of an English preparatory school, the Rev. C. Black, of Colwall, Malvern, in a report upon the "Economics of the Preparatory School" made to the Royal Education Committee in 1906 says: "The business is the most capricious of all trades; though as regards brain and character, the schoolmaster's work may be of the noblest."¹ The success of the preparatory school, Mr. Black feels depends very much on the personality of the headmaster. Many successful schoolmasters have calculated that 4% is the outside interest they are reaping on the capital that has been sunk; and the man would be sanguine who would ever hope to realise on the capital at par.

"The Report of the Committee of Fifteen" has a good deal to say about the professionally trained teacher. In so far as school methods are concerned, its recommendations are not of par-

¹ Royal Education Report, 1906.

ticular interest or application in the private school's curriculum, but the junior school will do well to heed its suggestion regarding the employment of teachers who have some knowledge of psychology as a "lamp unto their feet," in their work with boys. The Committee recommends "that early in their course of study teachers in training assume as true the well-known facts of psychology and the essential principles of education, and make their later study and practice in the light of these principles. These principles thus become the norm of educational thought, and their truth is continually demonstrated by subsequent experience. From this time theory and practice should proceed together in mutual aid and support."¹ Even this remarkable Committee has less to say about method than might be supposed. After all it is the eclectic in education who is the best teacher. The inductive method may do here, or the deductive there, but it is the *productive method* that counts in teaching the school arts.

The moral standing of the master is of vital importance to the welfare of the school. The intuition of the headmaster must prove the judge of a candidate's status in this matter. The

¹ Report of the Committee of Fifteen. P. 24.

head of a school should be so sure of his choice of men, that any criticism directed against them, he may consider as a reflection upon his own judgment.

There is, on the whole, but one word which sums up the qualifications of a good teacher, and that is—Personality. “Rules,” says Conover, “count for very little, and in the long run for worse, if *the man* is not behind . . . But if there is the character worthy of the form, there can not be too much stress laid upon the latter. The outward expression is what first catches the attention, and is the natural medium for thoughts high, or thoughts low.”¹

“Lord God,” commented Thomas Elyot, “How many good and clean wits of children be now-a-days perished by ignorant school-masters!”²

¹ Personality in Education; Conover. P. 16.

² Education during the Renaissance; Woodward. P. 290.

X

LOCATION AND EQUIPMENT

THERE is an American tendency to judge value by price, but it is not advantage-taking in that respect, which is responsible for the comparatively high charges that the junior boarding-school has to make. The school, primarily, should not be a business enterprise; yet the fact remains that it must be successful financially, to be successful educationally. The economics of administration are left for discussion to a following chapter, but even here it must be borne in mind that the cost of the school's premises and equipment, is in direct ratio to its proximity to a metropolis from which the majority of its patronage may be expected. However safe the boy may be in care of a boarding-school, and in fact, however much better off by living in a district decidedly distant from the city, it still seems to hold true that parents feel more secure if the boy is less remotely situated, and are, no doubt, willing to pay an extra price for a larger sense of security and ease of mind. Then too, they are able to visit the lad with greater facil-

ity; really an unfortunate thing in most cases, and yet a situation that for the present, must be endured.

Generally speaking, a radius of fifty miles from a metropolis is the greatest distance that should be considered in determining the location of a school for young boys. Within that radius, from even the Atlantic Seaboard cities, a reasonably high altitude and sufficiently rural isolation may be secured. If the school must begin in a homestead converted to its use, many perplexities arise; yet even old buildings may be renovated, and be very suitably arranged for the purposes of a small school. It is infinitely better, however, to have an establishment especially designed and built; one which offers the conditions under which the best work may be accomplished.

There is something so pleasing and practical in the English type of school architecture, that one should hardly fail to follow it in the erection of a plant. As the junior school will probably fix thirty boys as its capacity, one building with connected wings, the gymnasium excepted, can very well supply all necessary accommodations. The stable, garage, etc., would be separate of course. There is a great question whether there is any need of a gymnasium for gymnastics, as

apparatus work is unnecessary for pre-adolescents, and the plan of the school should be toward open-air activities. Dressing-rooms and "showers" are quite necessary, but they might be in the basement of the main building. As a basket-ball court, a place for school entertainments and receptions, public exercises and the like, a gymnasium is of great use, and to afford extra seating capacity, a gallery can very easily be combined with a suspended running-track. The swimming-pool is, no doubt, another important side of the gymnasium, but it may be in a building by itself. Many schools oppose them on the grounds that they are un-hygienic, and expensive to build and operate. The personal observation of the writer leads to the conclusion that not infrequently in schools and Young Men's Christian Associations the swimming-pools have been more the source of moral than of physical contagion, but that adequately supervised and judiciously used, they serve the cause of health and decency, as much, if not more, than many of the other sides of the school. Besides this, they add to the school's equipment an attraction appealing to the boy-universal, and hence of the greatest advertising value. But to return to the school building itself.

The basement of the building or buildings should include the central heating-plant, toilets, laundry, store-rooms, repair shop, and perhaps the manual-training and dressing rooms. The main floor of the main building may include the school office, the headmaster's study, the public reception rooms, the boys' living-room, the chapel and the general hall. On the second floor, and the third if necessary, will be the dormitories, quarters for headmaster and assistants, etc., etc. Each dormitory should have a wash-room, bath, and toilet adjoining for night use. One wing of the school should be given over to the dining-room, kitchen, pantries, etc., with the servants quarters above, and the other wing to classrooms, school-room, laboratory, etc., etc.

The chapter on The Day's Work discusses at length the morning and evening routine of the dormitory. Two alcove dormitories with a capacity of fifteen boys each, with a master's room apiece, might be so arranged as to use the same, or adjacent wash-rooms and toilets, thus minimising the expense and care of plumbing. The winter dressing-room as suggested, might also be common property, with its essential function the provision of a comfortable place in cold weather, when the dormitory, with its windows wide open over night, is far too chilly a place to dress in,

even for the unpampered. The boys should have a special stairway, constructed with the idea of reducing noise, and fire-proof. In a separate and convenient portion of the building, the linen-room, house-keeper's quarters, guest rooms, and the infirmary should be located.

Edward R. Shaw, in his book, "School Hygiene," gives a most comprehensive discussion on the hygienic conditions that should obtain in the school "per se." It is an easy matter to take his manual, or Dr. Arthur Newsholmes's on the same subject for an English point of view, and determine the best way to light, ventilate, decorate and equip a school-room; secure sanitary and sufficient lavatories and drainage; provide adequate bath facilities; and decide where and how to locate the play-ground. This book on the contrary is designed more to call attention to the various needs of the junior school, than to attack in detail the broad question of school hygiene for instance, so admirably discussed by far better authorities. Beyond this there are many more conditions requiring thought in the planning and operation of a new country boarding-school, upon which additional bibliographies might be offered. The culinary department might prove the discussion of no small thesis. The chapel question; the comfortable living-room for the

boys together with the halls and dining-room—all appropriately decorated and adequately furnished; particulars of construction and equipment, present no end of side-issues, equally important. Still, exhaustive research in these directions might prove more of a nuisance and a confusion than a benefit, and common-sense, the judicious use of funds, and past experience, are factors of far greater value.

Discussion, chiefly in England, has been directed very energetically to matter of dormitory arrangements. Some schoolmen hold to the open dormitory idea, some to the cubicle (that is, the alcove dormitory), and some to the separate room scheme, the rooms being occupied by one or more boys. The first plan—the open dormitory—has the objection of institutionalism and the advantage of publicity. The third plan—the separate room scheme, is unsatisfactory because of the difficulty of supervision. It is hard to tell whether a boy prone to wrong habits and perverse conduct, would drag a *good* roommate down to his level. It is certain that he would influence one indifferently good. It is a question and a risk whether the decent fellow could pull the offender up. Character is not as strong in pre-adolescent years as later, and it is hardly fair to put obstacles in its path, especially

as these obstacles are most insidious and difficult to combat because of a boy's normal curiosity and possible secretiveness. The cubicle then—or the alcove dormitory plan—seems to solve the problem, for while it affords the boy such privacy as he needs, at the same time it allows a ready surveillance by the master in a way less objectionable than the opening of closed doors—an act which may be suggestive to the master and boy alike, of wrong-doing—and is certainly offensive to a sound-minded man. Then too, the camaraderie of the alcove-dormitory is excellent, and the common, open life of the group is in itself the strongest influence against wrong-doing.

It is hardly necessary to connote the fact that the dormitories should never be used during the day, even for the purpose of preparing for meals if this could be arranged elsewhere. Among the few school rules, there should be one affording the sanctity of the cubicle. It is with no nonsensically prudish notion that this is demanded, but simply because it is the boy's right to have a place he may call his own, where he may keep his own "things" inviolate, and where he may retire in times of stress. This regulation should increase self-respect if anything, and work for order and regularity. Although the boys should

be required to keep their clothes-locker in order, their bureaus neat, and their chairs unlittered—except at night—it will hardly be the policy of the school, unless it is a school of small charges where it is distinctly understood that the boys are to share domestic duties, to require bed-making, sweeping, and the like. Those occupations are very well practiced in camp and military school, but here they are better left to the care of servants. This suggests a comment about the house-mother, who may, or may not, be house-keeper as well. It is she who must have the general supervision of domestic affairs and give her personal attention to the care and comfort of the boys. In the matter of selection, she is of no less importance than the masters, and she should be very much the type of woman suggested by the quotation from Dr. Henderson on page 130.

The outside equipment of the school comes in for its share of thought as well. There should be a garden where the boy may make practical experiments in fruit, flower and vegetable raising; the farm which he may learn to cultivate in order to properly superintend his own estate in the future; the woods and fields to roam; and a lake or river—Nature's swimming-pool in the warm weather. If fond of animals he should

have the opportunity for some participative interest in the care of the horses, the cows, and the chickens. If mechanically inclined, there should also be chances for an outlet of energy and service in that direction. Then there are artificial recreation grounds to be provided: the ball-fields, the tennis-courts, the golf-links, the cricket-creases, and the like. And how unfortunate it is that that delightful, gentleman's sport—cricket—finds such little support in America when we have been willing to import golf and tennis from across the Atlantic, and yet ignore a game of greater skill and pleasure than our decidedly rowdyish base-ball, or very rough foot-ball.

The whole temper of the school's location and equipment, must sum up in the word "hominess." There is no other environment for the young boy that will prove successful, if he is expected to maintain his individuality, and not become a mere automaton. He needs surroundings that are simple and yet superior. His vitality may prove overcharged from time to time, and perhaps the furniture may suffer; but that difficulty may be worked off with the approach of adolescence. He should learn to appreciate good furnishings and good decorations. Trash should not be placed in his way to en-

courage careless treatment. A school that adopts a policy of allowing destructiveness on the basis that the boy may thus discharge his animal spirits, and punishes the deed by charging the demolition on the bill, is the factor in the production of a boor, not of a gentleman; and even boys, with all the good times and "rough-house" they are privileged to have, need not relapse while enjoying those conditions, into a state of barbaric crudeness indoors.

XI

THE ECONOMICS OF THE SCHOOL

THE cost of administration and maintenance for a public institution may be easily determined from annual reports, and compared with other reports. In this way the cost of operation is definitely known, and a basis for economy established. The private school however has no occasion for giving away its financial affairs. Indeed, if one school has found a particularly advantageous method of administration, it will see to it that no rival learns its secret. If, on the contrary, it is in deep waters in respect to money matters, it will surely make every possible effort to keep the situation quiet. It is useless to look to the figures of the public school for any basis of calculation. Even the salaries there are vastly different, as no "home" is included. Outside of their board and lodging, the under-masters in a junior school will command from \$800 up a year. These are very low salaries to figure on, and good men should not be sacrificed to a few hundred dollars. A school for thirty boys

would require three masters besides the head. The other salaried person, providing the headmaster does some of his own "office work," is the house-mother, or house-keeper. One of the undermasters could very likely fill the office of secretary.

The location of the school in respect to its proximity to the city governs rental and food cost to a great degree; hence the nearer the city, the higher the charges of the school must be. During the early years of its existence, it is doubtful if the school would be filled to its capacity—thirty boys, and if it is certain it will not, a smaller teaching staff may be engaged; the table expense will be somewhat, but not proportionately reduced; and there may be some saving in labor, fuel, lights, laundry, etc. The main fixed charges are almost the same however for twenty as for thirty pupils.

Were the plant put in operation at an expense of \$40,000, let us say, the capital invested should be expected to net 5%. That would mean the same thing as an annual rental of \$2,000, so in the suggested schedule of expense on page 155, it is really immaterial whether the investment is a private one, or incorporated.

There is only one way of presenting a conservative prospectus; that is, by maximising the

expenses and minimising the receipts. Even with a most careful effort made in this direction, the value of the schedule lies chiefly in the fact that it may stimulate criticism or awaken some school to the realisation of a point where expenditures may be reduced, or its income increased.

The steward of a widely patronised summer hotel, and formerly maitre d'hotel in one of the large Boston hostelries, is authority for the statement, that, generally speaking, it should be possible to feed a household very well, at the present high prices of provisions, of forty people and those sitting at the servants' table as well, at an average of \$40 per day for the whole.

As to advertising, scarcely too liberal an appropriation can be made in that direction during the first few years of the school, until its "loving friends" are numerous and strong. When the capacity of the school has been reached, and the clientele assured, it is still necessary for the school to keep itself before the public, in order to obtain the share of business to which it is entitled.

There is no reason why a high-grade school of this type should not charge \$800 per year. Some junior boarding schools ask \$1,000 and get it too. Others, more remotely situated charge but \$500 or \$600. In this schedule, \$750 is allowed,

although really, for what the school is proposing to spend and provide, it should ask more. It can, with a successful record, and a waiting-list, increase its charges from year to year, but it should not make the business error of starting at too high a figure.

There is a small secondary source of income—profit on books, athletic association membership fees (over and above the expense of games), etc., etc., of which no account is taken. It is simply the object of these figures to show as Mr. Black says: If the popular breeze fills the sails of the preparatory school, it may make good weather.” In other words; though the school may prove no El Dorado, it may, under careful financial management, prove a moderately successful venture in the terms of dollars and cents, as well as in respect to educational results.

If business acumen and pedagogic ability only walked hand in hand, the wail of the school proprietor would be less frequently heard. Unfortunately commercialism and this phase of professionalism are seldom fellow-travellers. It would almost seem that some business training for the headmaster were as indispensable as the

¹ Special Reports. Great Britain. Education Dept. Vol. VI. P. 417.

154 YOUNG BOYS AND BOARDING-SCHOOL

college degree, so carefully affixed to his name in the literature of the school.

The school must adopt the policy of keeping its equipment modern, and adding to the same each year, in order that competitors may not surpass it. It needs to adopt another policy also; i. e., one of setting a good table, keeping the buildings adequately lighted, sufficiently heated, properly cleaned, and comfortably equipped. That is to say, anything indicative of miserliness, must find no place. Boys are not only keen critics, but their stories exaggerate outside the school walls; and really, being charged a first-class price, they are entitled to first-class care.

The following prospectus indicates, with a capital of \$40,000 to invest in a school establishment, when once the clientele could be established, that the venture (note rental and sinking fund appropriations), would pay 5% or better net, in addition to the salary allowed the headmaster, should he happen to be the proprietor as well.

ANNUAL RECEIPTS

| | |
|---|----------------|
| Tuition and board, 30 boys at \$750 each, | \$22,500 |
| Laundry, mending, etc., 30 boys at | |
| \$50 each, | 1,500 |
| Total, | <hr/> \$24,000 |

ANNUAL EXPENDITURES

| | | |
|--|---------|----------|
| Salaries, | | \$5,100 |
| Headmaster, | \$1,500 | |
| Master, | 1,200 | |
| Master, | 1,000 | |
| Master, | 800 | |
| House-keeper, | 600 | |
| Wages, | | \$2,910 |
| Cook, | 360 | |
| Maid, | 240 | |
| 3 Maids, 9 months, | 540 | |
| Laundress, 9 months, | 270 | |
| Assistant, 9 months, | 180 | |
| Man, | 480 | |
| Assistant, | 360 | |
| Linen-room keeper, | 480 | |
| Food allowance for the year, | | 9,000 |
| Rental (including taxes), | | 2,000 |
| Sinking-fund (summer repairs, new equipment, etc.), | | 2,000 |
| Advertising, | | 1,500 |
| Fuel, lighting, up-keep, etc., | | 1,490 |
| | | <hr/> |
| Total, | | \$24,000 |

Should a school of this type be started on rented premises, a capital of \$40,000 would more than see it through its alterations and

assure it a backing for several years. If it were purchasing land and building, the funds for such a purpose would have to be raised through a mortgage or bond issue, if unprovided for in any other way—say through endowment, which is improbable for a school of this class in America. The sinking fund allows a bond issue of \$40,000 on a 5% basis, and certainly this, with \$40,000 stock, should put the school well in funds towards the erection and equipment of a plant. There is always more or less philanthropy attached to starting any school and yet, if the promoters will count returns in results with the boys as well as in money, the undertaking offers no end of satisfaction.

The matter of advertising is a branch of the business end of the school that the average headmaster has not the power to cope with to best advantage, owing, again, to lack of business experience. The judicious following-up of enquiries is unquestionably of vital importance. The recommendation of the school by friends is the best sort of publicity, and a social representative in various districts to co-operate with moderate public advertising, is of far greater value than "display" in the periodicals. Splurge in advertising is to be avoided as a deadly sin, if the school is to maintain a first-class rank. However home-like the school may be, however

strong in its influence for good, it could make no greater error than to indulge in such expressions as "strong moral influence," "cultured Christian home surroundings," etc., etc., in its advertisements. Unless very well-known, the name of the headmaster probably contributes little towards the value of the advertisement; but if prominent men are identified in any way with the school, perhaps their names might be discreetly displayed. The school catalogue must conform in dignity with the tone of its other advertising, and bear no ear-marks of the "quack." Supplementary advertisement in the matter of entertaining prospective patrons, is important too, as in such a case, their opinion of the school through personal touch, is in the making.

To sum up the prospects of economic success, we have first to say that it depends upon the health and personality of the headmaster, secondly, upon the personnel of his assistants, and thirdly upon the location and equipment of the school. When the time arrives in which public-spirited men of wealth appreciate the full value of the junior boarding-schools, and will not only send their sons to them more generally, but will endow them as well, then this type of institution will come into its full power of maturity in America. The headmaster will

be relieved of the constant financial anxiety that impends, and his efforts will be more freely and unbrokenly directed towards the welfare of his pupils. The man who realises that the sub-preparatory boarding-school *has* a future before it in this country, is the man who will start in the work now to be assured of a position on the "ground floor," and if he handles developments with care, there is no reason why he himself should not enjoy success, rather than merely leaving his experiences on the educational pathway, to prove guide-posts to those who follow after. "But," as Mr. Black says, "with the preparatory school headmaster the question of finance is ever present, and he ought to realise from the first that he must give it as much consideration as it receives from the successful man of business, though he must not expect the same gilded results. In the preparatory school which is to command success in the present era of fierce competition the Head must be not only Teacher in school and Housemaster at other hours, but also an able Cashier, who can handle, distribute and appraise at their true value, the funds that are necessary to make his school as attractive and efficient as possible."¹

¹ Special Reports; Great Britain. Education Dept. Vol. VI. P. 413.

XII

SPECIAL PROBLEMS IN THE SCHOOL

IT is impossible to forecast with any degree of accuracy the multiplicity of minor details that will confront the headmaster of a junior boarding-school. Beyond the broader problems already discussed, a few specific conditions are certainly worthy of our thought, each one of which however might be the subject of a book in itself.

EXAMINATIONS

There has been much discussion of late years about the respective merits and demerits of the "formal examination." It is now somewhat under the ban of the reformer, and yet it is an indispensable agent of education. Bagley says that "the very essence of an examination is its formal character. So-called informal examinations or tests may be valuable for certain purposes, but they entirely miss the virile virtue that the examination, in the strenuous sense of the term, possesses. The function of the examination as a test of the pupil's knowledge is not

of paramount importance, but its function as an organising agency of knowledge is supreme. The period of intense application preceding the examination represents the burning-point of attention. It is a strain to be sure, but a strain that pays. The little children and the weaklings may wisely be exempted from its operation; but for the great majority of pupils . . . above the age of eight, the examination is the agency of formal education 'par excellence.'"¹

On page 60 there is an acknowledgement of the value of informal education. It is not proposed to recant on this position, for examinations can be introduced at term-ends without teaching every lesson in a formal, conventional way. Such tests as these certainly do tend towards standardising work, and there is no reason for making them out to be the perfect bugbears that they seem to be to some pupils, if the work has been thoroughly covered and really learned, by one method or another, as the various courses have proceeded. In fact, boys might just as well anticipate examinations as mental competitions, and prepare for them somewhat in the same spirit as class athletics are gotten ready for. They should present no element of fear, and

¹ Educative Process; Bagley. P. 333.

such mental suggestion on the master's part should never be tolerated by the headmaster. Who knows but that the instructor has used the examination as the "big stick," until the pupils have come to dread what naturally should prove an interesting contest? It should be, continues Bagley, "from the pupil's standpoint an important test of successful work. If a boy realises that success or failure depends upon 'passing his finals' he has one of the most powerful motives—the motive of pride—for successful effort. In this sense it is true that the examination is a device; for the end of knowledge is application, not organisation. But if our main contention is valid, if organisation is the most important factor in promoting efficient recall,—then the examination is a legitimate means to a final end, and probably the most effective instrument that is at the command of the school for the purpose." ¹

It is not difficult to gauge the capacity of the pupils in respect to the amount of energy they command for examinations. One general rule for young boys should be that the examination have a two-hour limit, or better, an hour and a half. In hot weather certain concessions might

¹ Educative Process; Bagley. P. 334.

be made. Dr. Newsholme states that "the occurrence of headaches, restlessness, irritability and inability to fix the attention, are finger-posts showing over-work in preparation for examinations, and should receive early attention."¹ Is it not possible that the same conditions should be expressed through fear on the part of some boy who has wilfully shirked his daily preparations? In such a case there is a decidedly psycho-physiological interpretation of those symptoms to be made. Dr. Moll suggests that the strain of examinations frequently has a prejudicial sexual influence upon boys in early adolescence. But the chance for such a malinfluence occurs so seldom in this way, and so frequently in other ways, that the examination can hardly be ruled out on that basis.

Monthly tests, of shorter duration—perhaps only the length of a school hour—are of great advantage. They pave the way informally for the term examination. Were they more formal, a certain monthly grade might excuse the pupil from the term examination, but this plan is better advised in the secondary than in the elementary school. The final examination for the year should not, however, be the only factor in deter-

¹ School Hygiene; Newsholme. P. 68.

mining promotion; and in the case of monthly tests, their results may be very fairly averaged with the class mark to secure a record of the work for the monthly report to parents.

MARKS AND REPORTS

Every school faces the situation of having to send periodic reports to parents concerning the boy's progress. It is not always easy to indicate a boy's advancement and relation to the school in terms of percentages or letter-grades; but it is a good thing for the parents to be kept in touch with the school, and conversely, the school to be kept in touch with the parents. How much the boy benefits from too close a criticism of his standing, is a question. If his school work and spirit are satisfactory, a proportionate record will no doubt prove a continued stimulus of constant, conscious efforts towards still higher achievements. If, on the contrary, he is a poor student, his marks when compared with those of other boys, might prove discouraging. The mental capacities and motives of individuals are so different and variable, that it is hardly square to judge the less-talented boy who makes an earnest effort and falls short of the goal, on the same basis with the boy who is naturally more gifted and learns his lessons with apparent ease.

This same observation extends in general to the marking of examination papers. If the school can lead the boy to establish his own ideal standard, then he may be graded in the light of the same. If this marking is done by a careful and conscientious teacher, the outcome should be thoroughly satisfactory. It would show whether the lad had done his best, not whether he had done more or less, or better or worse, than his fellow-students. This is a rather idealistic task to set the school, yet here, as in other instances, the institution should respond to the demands upon it that are consonant with the welfare of the pupil.

If the motive for work in a school is simply the glory of marks, it would not be surprising to see a boy produced who, in the years to come, would find his only satisfaction in the lust for gain. The school should see that the element of social service enters into the lad's make-up, and it should not thwart its own object, by yielding too strongly to the conventional "report," simply because it is the readiest way out of the difficulty. The elementary school might consistently render a monthly account of the boy's work graded somewhat as follows:

| | | |
|-----|--------------------|---------|
| "A" | Excellent work, | 100—90% |
| "B" | Satisfactory work, | 90—80% |

| | | |
|-----|----------------------|--------|
| "C" | Fair work, | 80—70% |
| "D" | Poor work, | 70—60% |
| "E" | Unsatisfactory work, | 60—50% |

It would be unnecessary to make any finer differences, except when absolutely perfect work was produced; in which case, a special note could be made. An average of "A" and "B" work and conduct should entitle the pupil to a credit holiday. The standard for the individual might be rather rigidly drawn, so that the two higher ranks will be really significant of honor standing. In determining a general average, other matters besides mere lessons should have their gradings; Conduct with a value of two points for instance, Attendance one point, Neatness and Carriage, one point, etc., etc. The point value of the lesson-subjects has had its discussion in the chapter on the Curriculum.

The position taken by the Interlaken School near LaPorte, Indiana—the American type of Dr. Reddie's "Abbotsholme" in England—is interesting to note as indicative of a modern trend in educational administration. In its catalogue, under the caption, "Reports to Parents," it says; "The school is an enlarged family and takes up the training of the child in co-operation with the parent. The active interest of the parents in the

progress of the boy, information regarding his disposition and suggestions concerning the studies, will aid in making our work fruitful. Parents will be kept in close touch with the school. *A full report in the form of a personal letter* from the Directors will be made from time to time. The boys will be required to write home regularly''¹

This is an admirable plan, and is worthy of general consideration and introduction. The boy is encouraged to do his best so that his own report each week to his father or mother may be good. And the school sends its official notices when occasions arise.

REWARDS AND PUNISHMENTS.

It is the duty of the school to bring clearly before the boy's mind, the Law of Causal Relations. If delinquencies of conduct and in work should be punished—and there is no question but that they should be, and in the most effectual manner at that—improvement and excellence, on the contrary, should be rewarded. And further, the reward must not simply be for the one who may stand ahead of all others, but for every one who has earned it, and besides this, the

¹ Interlaken School; 1908—1909 Catalogue.

reward must be a positive asset. The boy is often told that goodness will bring its own reward; but like everything else, if that reward is not tangible, he will be very sure to change the time-honored aphorism into "Be good and you'll be miserable."

Rewards resolve into two classes; (1) the cumulative that take the form of honors and prizes at the end of a school term or year, (2) and periodic—those coming from time to time during the school year. Instances of the first class find expression for example in the "star system," and of the second class, in the "credit-holiday system," both in successful operation at the Morristown School. The two systems are non-competitive, and have been tried out with considerable satisfaction.

The "star system" was introduced from a similar plan in vogue at the Mostyn House School, near Chester, England, but it abandoned the "bar" included in the English system which counted a double-unit off the "stars," on the ground that it was a mistake to make a lad's short-comings too conspicuous of record—better to remember such good things as are possible from a boy's experience, and let the evil things, after their atonement, remain a sub-conscious background to his thought. The "stars" accord-

ing to the words of the prospectus of Mostyn House School, are given "for any piece of work of unusual merit, considering the particular boy's ability—e. g., a faultless exercise, a good piece of translation, a first-rate drawing copy, a piece of music well-learned and played, or even for consistent effort to become smart at drill .

. . . Thus prizes are given for *real earnestness*, for doing one's duty and a little more. 'Stars' are not easy to get, and are not given to boys for being 'top of their class'; they are not for cleverness, but for real earnestness."¹ The star plan itself has a still wider range at the Morris-town School. There, at the beginning of the academic year, the Lower School list is publicly posted, with sufficient space after each boy's name to provide for the pasting up of paper stars at mid-terms and term-ends. Gold stars are used to indicate earnestness in scholarship, red stars to show regularity and good spirit in out-of-door activities, green stars to express exceptionally good conduct (and attendance) and the right school attitude, and blue stars for conscientious efforts towards personal neatness, good form, and manners. Each star is a unit of equal value. The maximum obtainable in a year may

¹ Mostyn House School Prospectus, 1910. Pp. 22, 23.

be fixed at any number, depending upon the frequency with which they are awarded, but usually fifty, and towards the end of the school year, boys having received over thirty, over twenty, and over fifteen are presented with prizes, usually in the form of gold, silver, or bronze stars, bearing the school monogram in colors, and suitable for use as a clasp or stick-pin.

The credit-holidays however, depend on the monthly record, and entitle the winner to twenty-four hours leave of absence from the school, preferably from a Saturday to a Sunday afternoon. The granting of these depends not only upon a certain standing in scholarship, but upon good spirit and conduct as well, so that the fair scholar who has achieved a good record has even a better chance of the much-coveted "credit" than the cleverer student who does not live up to the requirements of the school in other directions.

In determining the conditions affecting the privilege of an irregular *exeat*, the headmaster has to be the judge and no suggestions may be made except that, in every boarding-school, the fewer the irregularities, the simpler the administration. Day-boys, in this respect are apt to be a disturbing element, and if the school can prosper without them, so much the better.

In the same school that the "star system" and the "credit holiday" are being used to advantage, there is an ingenious plan of punishment for minor and major offences. While it is true that punishment "in kind" is logical, it is not always practicable with the small boy, and might even prove more of an amusement than a discipline. Some boys, even at an early age, will appreciate the fact that the real punishment for their short-comings lies, not in the disciplinary measures that may directly be meted out to them, but in their failure to obtain the rewards that go to others who are steadier in behavior. But this is an exceptionally far-sighted view to expect of a pre-adolescent, and as it is one of the duties of the school to teach the boy self-control through obedience, it is obvious that cause and effect should have a prompt and vigorous expression. For major offences the Morristown School allows three public "censures" before a boy is dismissed, for minor offences in the Lower School there is "the track." Delinquencies are punishable by marks in units of three, five, ten, fifteen, etc., and each mark needs to be served off by walking one lap alone around the quarter-mile athletic track, under supervision of the master in charge for the day, during free time—time in which schoolmates without penalties are at their

afternoon sports. The advantages of this system are obvious; it allows the boy to "work off his steam" in the open air, it makes him realise that he can not play and serve off marks at the same time, it is an individual matter, and it imposes no penalty that would tend to make school-work irksome, such as the requirement of "lines." It has been found by experience to satisfy practically all the disciplinary exigencies. It is hardly fair to spoil a small boy's school record by censuring him. His mistakes seldom really belong to the major class. It would be better to spank him, if there were not such a maudlin sentiment against corporal punishment on the part of American parents. A spanking is a wonder-worker in some instances, and the testimony of many uncontrolled young men in college to-day, is to the effect that they would have been better off had they been more strenuously punished in childhood. But it is a mistake to leave the chastisements, if they are to be administered, to the hands of boy-praefects, who seldom know when to stop. It is a punishment useful only if immediately administered, and done at that by one having the proper authority.

Dr. Albert Moll thinks that there is some danger of boys experiencing sexual stimulation as the result of corporal punishment. "But," he

adds, "although in this matter I find myself in opposition to a great many physicians and to not a few educationalists, I remain of the opinion that we can not propose to do away altogether with corporal punishment in our schools (Germany) . . . so long as certain other reforms are still wanting. Among the reforms which are indispensable preliminaries to the complete abolition of corporal punishment, is one giving a greater power to expel insolent and undisciplined boys . . . The danger of an excessive use of powers of administering corporal punishment, and more especially the danger of awakening the sexuality of children prematurely and with perverse associations, may be minimised by the proper treatment of schoolmasters. We must not treat our schoolmasters in such a way that behind them they always feel the presence of the inspector, compelling them to force the pupils through the prescribed but excessive tasks. Nor must the schoolmaster's own work be excessive, for nervous overstrain will very readily lead to outbursts of violence. It seems also desirable that the right of administering corporal punishment should not be entrusted to masters who are still quite young, for a certain experience is needed to guide them to a reasonable moderation. . . . I have expressed the opinion that as far

as the possible effects on health are concerned, and especially from the point of view of sexual hygiene, blows upon the palm of the hand perhaps constitute the least dangerous form of corporal punishment.”¹

FAULTS.

A psychological and critical study of the faults prevalent among boys is impossible within the limits of these pages. It is not, in fact, the purpose of this book to give an analysis of budding criminality. But there are a few delinquencies common to immature boys which are worthy of brief comment from the school's point of view. Theft in a small degree and lying to a great degree are reasonably at the head of the list. Within the writer's experience with young boys, he has known of but few cases of minor purloining, and these were not attributable to kleptomania, but merely sporadic cases with the boys in question, revenge being the prevailing cause. The same boys, and others, who would not steal, were very commonly found to be untruthful. Lies are really natural with the pre-adolescent, and boys are quite likely, under good moral guid-

¹ Sexual Life of the Child; Moll. Pp. 318, 319, 320.

ance, to outgrow the habit, and pass the danger zone. Truth with the child says Hall, "depends largely upon personal likes and dislikes It is harder to cheat in school with a teacher who is liked The worst lies perhaps are those of selfishness. They ease children over many hard places in life, and are convenient covers for weakness and vice. These lies are, on the whole, . . . most prevalent. They are also most corrupting, and hard to correct. All bad habits particularly predispose to the lie of concealment; for those who do wrong are almost certain to have recourse to falsehood."¹

Here is another "working hypothesis" not only by contrast for fixing the development of the truth-telling habit, but for the uncovering of such evils as may exist in the school ranks. It is a disagreeable task, this disclosing and correcting of wrong-doing, but it is no less obligatory. It takes patience, and tact, and love—and never the rod for aught but impertinence and disobedience,—and seldom then, unless "approved"—to break a boy of an uncontrolled imagination finding expression in falsehood. But, if delinquencies are a pleasure to overcome, as perhaps they may be, dishonesty and lying are

¹ Youth; Hall. P. 129.

more agreeable problems to solve than smoking and self-abuse. The last two need no kid-gloved attention if the welfare of the boy is at heart. Both are apt to be found in any school, especially in one where so many boys are approaching puberty. But whatever fear parents may have of these evils flourishing in a school, do not let them be self-deceived by the idea that they are absent from the immediate circle of the home. At the school the attention of the headmaster and his assistants should be directed towards the elimination of both, or rather the prevention—for a prophylactic position is much wiser than a therapeutic. But the task can not be done except there be the closest bond of sympathy between one of the masters—preferably the dormitory master—and the boy, else the lies will be told that Dr. Hall refers to, and little accomplished in the directions sought.

In respect to smoking, it is usually indulged in because considered "smart." It is doubtful if a young boy ever finds real satisfaction in smoking "on the sly." The argument to defeat the practice must rest wholly in the physiological reasons against it. A partial explanation of its effects upon the nervous systems of the immature, is valueless. The boy needs a thorough wholesome talk, and will usually respond thereto. Don't

make the mistake of designating smoking as a great crime, but assert emphatically that it is a great mistake for any boy under the age of twenty-one. The smoker is not so difficult to detect. Never ask a boy whether he has been smoking, if you are sure that he has been, and thus give him an opportunity to lie out of the dilemma. But ask him rather why he does smoke, and talk the matter over seriously with him; not as if smoking *per se* were a great crime, but simply a habit better postponed to manhood for the reasons that you will show him. It is probable that the boy will respond very frankly, and a healthy conclusion of the matter reached.

Masturbation and attempts at sexual intercourse are subtler evils. The latter, though more frequently attempted by children than parents think, is possible of elimination at least in act, by the proper supervision of the boys, and in thought, to a great degree by the influence of the master, and by other occupations to fill the boy's mind and time. The practice of self-abuse is a more likely occurrence. Indulged in solitarily, it is unquestionably a psycho-physical rather than a great moral deflection, but in mutual practice, it can not be as readily condoned. But like the question of smoking the matter should be put up to each boy individually by the man

having his closest confidence. Medical views on this subject and remedial suggestions have been made on page 43. It is the greatest of all mistakes to punish a boy for this short-coming. He may be dismissed from the school if the problem can not be solved there, but never punished otherwise. Sexual education alone is the element of salvation—religious sentiment failing to prove a real restraining power. “A child who has been instructed regarding this grave and important matter . . . in a proper manner, is in a position to reject offers of a coarse method of enlightenment; but by the customary—too long customary—plan . . . of altogether ignoring the sexual life, children are deprived of the power of repelling obscene methods of enlightenment.”¹

RELIGION

It is a question how much of an influence religion is in a child's life. That it should have its place in the school is not being contradicted, but its practical, rather than its conventional value, should be put to a test. How much does it contribute to the boy's character, and in what form is that contribution made?

¹ Sexual Life of the Child; Moll. P. 286.

Although reference has already been made to the subject on pages 80 and 81, the question is no means final there. The point of view of the Interlaken School is worthy of notice:

“The basis of the home education is a varied and healthy environment, intellectually and aesthetically, morally, and emotionally stimulating, with ample varied invitation and opportunity, to see, say and do, to get and to give, to lead and to follow; an environment that insures at all points wholesome appeals to individual initiative and social co-ordination in purpose and achievement; that rouses and lifts the instinct of research, nourishes and elevates the aesthetic sense and the sympathies that lead to the establishment of ethical attitude and of the spirit of reverence which underlies every phase of religious fervor; that all unconsciously guides the growing being aright in its development and renders it more and more worthy of the freedom it enjoys therein. Such an environment the school will steadily seek to maintain in its organisation and equipment, in the example of its teachers and helpers, in its instructions and discipline, its work and play, in class-room and field, in the evening family gatherings and readings as well as in the more formal general exercises. We do not try to lecture on religion to

our pupils, but to live religion before them and with them. Our pupils must never see or hear us scoff about sacred things, nor find us indifferent or indulgent about what is wrong. They must observe in us reverence for what is holy, indignation at wrong-doing, pitying gentleness for weakness, and boundless readiness at all times to help everyone.”¹

And again, referring to Dr. Moll: “I do not for a moment dispute the fact that a religious education may effect admirable results, both in respect of sexual matters, and of others. *Indeed, I am firmly convinced of this.* But the religious education competent to do this does not consist merely of learning Bible texts by heart; nor is its chief aim the inculcation of precepts which are to-day impossible of fulfilment—as the child sees at every turn in the conduct of the members of its own environment. I refer to the religious education which has an internal reality, and arises spontaneously out of the demands of morality. I do not mean the sort of education which regards it almost as a disgrace that we come naked into the world; not the religious education which regards man as soiled by the

¹ Interlaken School; 1908—1909 Catalogue. P. 18.

fact that he is born from his mother's womb; nor that which considers every sexual act as essentially sinful, and asceticism as man's salvation. It is not religious education of such a kind that will have any good effect in the matter of sexual education; but that religious education only which is in complete accord with our ideas of morality, and which is based, not so much upon the historical and material contents of the Bible, as upon the eternal and everlasting truths of religion."¹

The ideas of Dr. Moll and the Interlaken School put a practical application on religion, and make it something vital and vigorous—not merely formal and meaningless.

FORMAL DISCIPLINE.

At the risk of repetition, the doctrine of Formal Discipline is again expressed. It is the theory that a particular power developed through the pursuit of one study or occupation, extends in general to all studies and occupations. The educational world is divided into two great forces, one supporting, and one arguing against the validity of this theory. A school-master must at least hope to see his efforts as compre-

¹ Sexual Life of the Child; Moll. P. 273.

hensive as possible, and to believe that the power of memory developed in the study of Latin for example would not materially assist a boy's memory in holding historical facts, or again, to think that the habit of neatness required in the dormitory would have to be learned all over again to assure neatness in his desk in the school-room, would be the source of endless discouragement to the master, and almost the same drawback to the boy, were he able to think out even the simplest psychological problem for himself. So it must be with a cheerful optimism that the master of a boarding-school joins the ranks of the formal disciplinarians, looking forward to the day when results will prove to him the wisdom of his choice.

SELF-GOVERNMENT.

If this expression is taken to mean self-control; by all means let us have it, and the sooner the better; but if it is only the slogan of the fetich of a pseudo-democracy, let it be carefully considered before it is introduced into our junior schools. Perhaps the plan is well-advised for a secondary school, but that is not the question at issue here. As generally employed, the expression implies some system of government by a committee elected from the rank and file. The

scheme has been worked out with some appearance of success in the "school cities" which flourish in the districts of New England and the Middle West inhabited by the modernist, who, in his eagerness to contribute a full-fledged unit to a nation of politicians, has almost forgotten the fundamental value of the "Three R's." In some boarding-schools accepting boys from ten to twenty, student self-governing committees formed of the older boys have worked out with considerable success—notably at the Morristown School. For a school however that is to receive pre-adolescent boys only, the plan is a poor one to follow, for the boys themselves are too immature to have a judicial point of view. Granted even that the boys may learn to be governed by governing, as they learn, concretely, about flowers, for instance, by raising them, the proposition is still without favor, as it must very reasonably appear that boys should learn to accept law, before they are able to frame or to interpret it. The "concrete" method of instruction can not set a standard by which every lesson is to be learned, especially when there is a change from the intellectual to the moral. Enough has been said in this thesis to set a very positive value on moral training, yet promiscuous attempts at self-governing by boys who are

too young to appreciate the deeper significance of government, and not old enough to subserve the temporary animosities of childhood to the ends of justice, are plainly injustices to the boy in the fullest sense of the word. The spirit of tale-bearing, of spying, of "getting even" for petty wrongs, of electioneering for place and power, needs no encouragement. Even with small boys a periodic election bristles with politics, and the efficient office-holder is seldom found to be popular. A system of praefects on the contrary, following out the idea of Dr. Reddie's "monarchic school," allows the co-operation of the boys fit to co-operate, in the support of the traditions, discipline and spirit of the school. These praefects are appointed rather than elected, and hold office, pendant upon their efficiency, at the pleasure of the headmaster and his associates.

Closely akin to the "self-government plan" is the "honor system," which is unquestionably too great a moral strain upon a red-blooded small boy to have it, in all equity, forced upon him. It gives him at least a very distorted idea of honor—an idea that anything "goes" if no one is caught—unfortunately the prevailing American idea of the word to-day. The following case is typical.

A very good woman had been accustomed to conduct a Bible Class each Sunday morning in a class-room adjoining the school-room of a certain boarding-school. On one occasion she was called out of the class-room, and closing the door as she left, extorted a promise from the class that it would behave—"on its honor." Anyone who knows boys, and loves them, can appreciate what followed. Hearing the disturbance, a master who happened to be in the school-room, went to speak to the boys. They had wind of his arrival however, and before he could open the door, were in perfect order. As he was suggesting a little better order in no uncertain way, the gentle lady appeared and found fault with him for interfering with her class which was left "on its honor." Now there is only one thing serious about this little incident. It is not that the boys were playful—that is to be expected. It is not that the teacher left the room—that is legitimate. It is not that the master interfered—that was inevitable and necessary. It is, that a woman, thinking she was a strong factor in the moral training of those boys, placed a premium on slyness because she did not know boys, and allowed them to think that such conduct was honor, furthermore, she added to the obliquity of her mistake, by criticising the master in the

presence of the boys. He, poor man, was merely following the advice of a great English school-master: "Trust boys? Certainly. Trust them—and watch them!"

SCHOOL ORGANISATIONS.

There is no better way of providing for complete participation in school activities, both indoors and out, than by the establishment of two clubs, to one or the other of which each boy must belong. The numbers in each club should be even, and the members chosen alternately from the new boys, by the old-boy members and masters. These clubs might afford the boys some very legitimate opportunity and practice in self-management, under the counsel of one or more masters. They offer a good way for an acquaintance of parliamentary law, and introductory experience in government. For indoor activities, such as dramatics and the like, one club would be the audience, and the other the performers, and this would alternate. For open-air sports there would always be the nuclei of two teams. By following this plan, the boys are "tried out," and the best material may be selected to represent the school, on the regular school teams. At the same time provision is made for carrying on school athletics in the most natural and sports-

manlike way. There may be strong feeling on a boy's part in favor of his own club, yet this is sure to give precedence to his loyalty to the school teams, and the *esprit de corps* of the school as a whole is improved, rather than cut into, by this scheme.

In the winter time, beside the indoor entertainment that these two clubs would afford, there would very likely flourish an organisation of stamp collectors, of photographers, etc., etc., drawing from the ranks of both. Hobbies of this sort are worth encouraging as they have strong educational values.

There is one time when perhaps club feeling will give way to class spirit and that is when the older boys are nearing the end of their work in the Sixth Form, and awake to the consciousness that they are the graduating class. It is for the good of the school spirit that this sentiment be encouraged, although commencements in a junior school may always approach the irreducibly informal without going far astray.

In regard to the athletic organisations as such, they will naturally be "coached" by one of the masters, and managed by another. A boy of exceptional ability may be an assistant manager, but the main planning and business affairs of the team should never be left entirely in a boy's

hands. Even older fellows fail to show absolute competency and reliability in the management of teams.

Secret societies will of course be under the ban, and hazing should be impossible in a well managed junior school. Boys are gregarious creatures and are bound to have little cliques, *sub rosa*, within the "Court of Boyville." But these are mainly harmless, and usually of brief duration. The odious secret society with a quasi-official recognition, is very much against a good democratic spirit in the school, but really is a problem for the secondary school to handle, and not for the elementary.

ON THE TRAINING OF PARENTS.

It would be fortunate indeed for the majority of youngsters who find themselves in boarding-school, could they be, for the first at least, absolutely cut off from their parents. A healthy boy, however home-loving is not apt to languish very long in the throes of nostalgia, if the dotting father or mother could only suppress for a while their homesickness for the boy. It is pretty hard for them to leave him, and they seldom give him the square deal, and make it any easier. A little boy may come in for some "mothering" at

school under stress of circumstances, but it is not often that he either wishes it, or needs it.

If parents would but satisfy themselves of the personnel of the school and its policy, and then, having entered the boy, abide by the school's rules and regulations without expecting special privileges, the co-operation would contribute a vast amount towards the boy's success in the school. A father is apt to be better in this respect than the mother, and this is probably one reason why in England where the father is the deciding factor in the family, the boy is more of a success in boarding-school, than in America.

Parents should remove their fear of accident from the boy, and allow him to study and play as other boys do, if he is normal physically and mentally. The chances are that he will prove slightly abnormal mentally at first, and grossly so socially, but there is nothing like the classroom and the athletic field to develop an all-sided normal condition. Football for youngsters, instead of being full of brutality and full of danger, is really comparatively safe as immature boys have not the weight to play it hard enough to injure themselves, and it is a game that stimulates courage, quickness of perception, mental alertness, *esprit de corps*, physical strength and moral vigor. The writer having

had several years experience in managing a football team of boys from twelve to fourteen, can not recall a single serious injury to any boy that ever played on his teams, or on opposing teams, or on other pre-adolescent teams during the same period. His research at the hospitals confirm the opinion that, although the sport may be abandoned for older boys, it has not proven the cause of operations for rupture, or for broken bones, or dislocations, in the institutions studied.

The other sports should, and probably do, have the spontaneous support of parents. A boy should have a physical examination semi-annually at the school, and only be debarred from participation in school athletics for some organic weakness, or serious structural defect.

Co-operation is a mighty word, and a power that must obtain both within and without the school ranks in order that the boy's progress may not be impeded, or the work of the school restricted. Petty animosities that may arise in the staff, should give place, and will give place under the tactful handling of a wise headmaster, to united effort for the welfare of the school.

ILLNESSES.

The vacations, and especially those at Christmas and in the Spring, are the chief source of

contagious diseases in the school. If a fortnight elapses in January and again in April, with no contagion appearing the headmaster who watches carefully the health of his school, may rest easily. It is fortunate when a school is located near enough to a centre of sufficient size to support a hospital, for the hospital is always a haven when more serious diseases like scarlet fever and typhoid arise, and it is also a satisfaction to have it nearby in case of surgical exigencies. No doubt simpler illnesses such as measles, chicken-pox, mumps, etc., if they have to be endured at all, may be successfully managed in the portion of the school set apart as an infirmary, under the care of a special trained nurse, without particular danger of spreading to more than the immediate case or cases in hand. Casual disturbances such as colds, tonsillitis, indigestion, cuts and bruises, etc., etc., can certainly be managed there under the direction of the school physician. But with the exception of cuts and bruises, it is not necessary to be afflicted with these troubles if the boys are properly watched. That prevention is better than cure is by far the best policy to follow. It is improbable that any boy who washes, dresses, exercises, eats, sleeps, and works properly, will be subject to any of these misfortunes. It is probable that irregularity in the

movement of the bowels contributes more to temporary ailments than any one certain cause, and as this is a fixed and known cause, it is the more readily dealt with. The prevention of contagious illnesses lies in the sanitation of the premises, the purity of the food supply—especially milk,—the avoidance of malarial districts, the amount of fresh air and sunshine allowed to penetrate the buildings daily, and as close a report as possible of the dangers to which the boy has been exposed during the vacations, and may be importing, unawares, to the school. To be ever ready to cope with conditions, and ever watchful of the boys is indeed sound advice, yet it is probable that too great an anxiety or too close a scrutiny, constantly, for symptoms, stimulates a state of mind that is more likely to induce disease than to repel it. Consequently it is a good plan when the boys are kept too busy to be sick, and their minds kept full of other ideas.

A BOY'S SUMMER.

The summer problem is a serious question. Frequently three or more ill-spent months will undo nearly all the good, physical, mental, moral and social, that a school has built up. Travel is no doubt of interest to the majority of boys, and

a judicious amount judiciously undertaken is a valuable educational asset. Over-done, it is a great misfortune for the boy, but even at that, it is probably better in every way than a summer of loafing at a fashionable hotel, or in the holiday home that revolves in the social whirl. Boys who are sent to boarding-school at an early age, certainly should have the opportunity for some acquaintance with their families, and the ideal summer for such, is the "private camp" where the boy may live a healthy out-of-door life with his family, who have made some arrangement to keep him employed at a fixed occupation—domestic duties, manual training, studying, or something of that sort—for at least two hours of the forenoon and during the rest of the day assured as much time as possible in company with his father or mother, whichever parent is closest in his confidence. A summer thus spent means a return to school in good health, in mental alertness, in moral advancement, and in true social progress. It is hoped that the boy will have brothers and sisters and other companions of his own age in this, his summer home. The comradeship of the sister is of vital value, as it is the boy's opportunity for acquaintance with feminine ways. Such a vacation assures a happy, busy, summer, and if happy enough, and busy

enough, there will be no time for morbidity. The testimony of numerous boys affirms the fact that the summer vacation, if not a busy one filled with good things, is sure to prove exactly the reverse. The temptations of sex are more difficult to resist when the woodside, the barn, and other isolated places, invite to seclusion, and the mercury suggests that loafing is better than exercise.

For the boys who for one reason or another can not spend such a summer with their families, probably the "boy's camp" is the place. Camp life of this character has much to commend it, and in the main is generally healthy. There are some camps perhaps where the honor of the boys is put to too severe a test, or where, if the honor system is not in vogue, the boys are not busily enough occupied or carefully enough watched. Under such loose administration, the demoralisation may be as great, or even greater, than in the unsettled home, as the larger number of boys in the group provide a stronger impetus towards evil, once the momentum is started in that direction. But the thoughtful selection of a camp, recommended perhaps by another boy whom the father or mother may have confidence in, or by parents who have had boys there in past seasons and are very sure of the influence of the establishment, will result in finding a fit place. Per-

sonal impressions are apt to be a good guide, and it is an excellent plan to visit several camps of a summer, with an idea of choosing one the following season for the boy. Visitors are usually welcome at these camps, and are sure to be very cordially received and hospitably treated, if the camp directors are men of the right sort. There are two very distinct types of camps. One is the type in which the younger and older boys are completely segregated, as they are in the junior and senior boarding-schools. This plan has much to commend it. Personally speaking I feel that it rather the better. The rights of the youngsters are not infringed upon by older boys, and the camp can be so directed as to give a little more personal comradeship to the lads, than older boys require. The second type is the camp that receives boys of all ages, separating them in tent-groups, and in sports, but bringing them together at other times.

The question of a school camp is answered negatively at the outset upon several grounds. Men who have worked with a group of boys for eight months or more, find better rest and recuperation, and return the better prepared for school work in the autumn, by spending the summer holidays in a different way. It is equally true that the boys will benefit by separation from the

lads and from the masters with whom they have lived nine months of the year. Like the masters they return fresher for the comradeships and environment of the autumn by experiencing a complete change during the summer. From a business point of view, although schools have been known to evolve from camps, it is improbable that the school can expect very much additional patronage through the establishment of a camp. A canvas of several camps revealed the fact that the great majority of boys enrolled, were day-school boys, and were really the most remote of candidates for boarding-school. This is partly true, because the moderate expense for a satisfactory summer for a boy, reaches the hearts and pocket-books of those to whom the expense of boarding-schools is prohibitory. The few boarding-school boys who were met with, were perfectly loyal to their own schools.

The camp councillor is even a more important man than a master, and perhaps it is unfortunate that the camps as a rule take rather immature college men to direct the destinies of the boys. It is quite an art to be a good councillor, in every sense of the word.

As a financial proposition *per se*, the number

of camps that flourish, justify the conclusion, that the business must be remunerative.

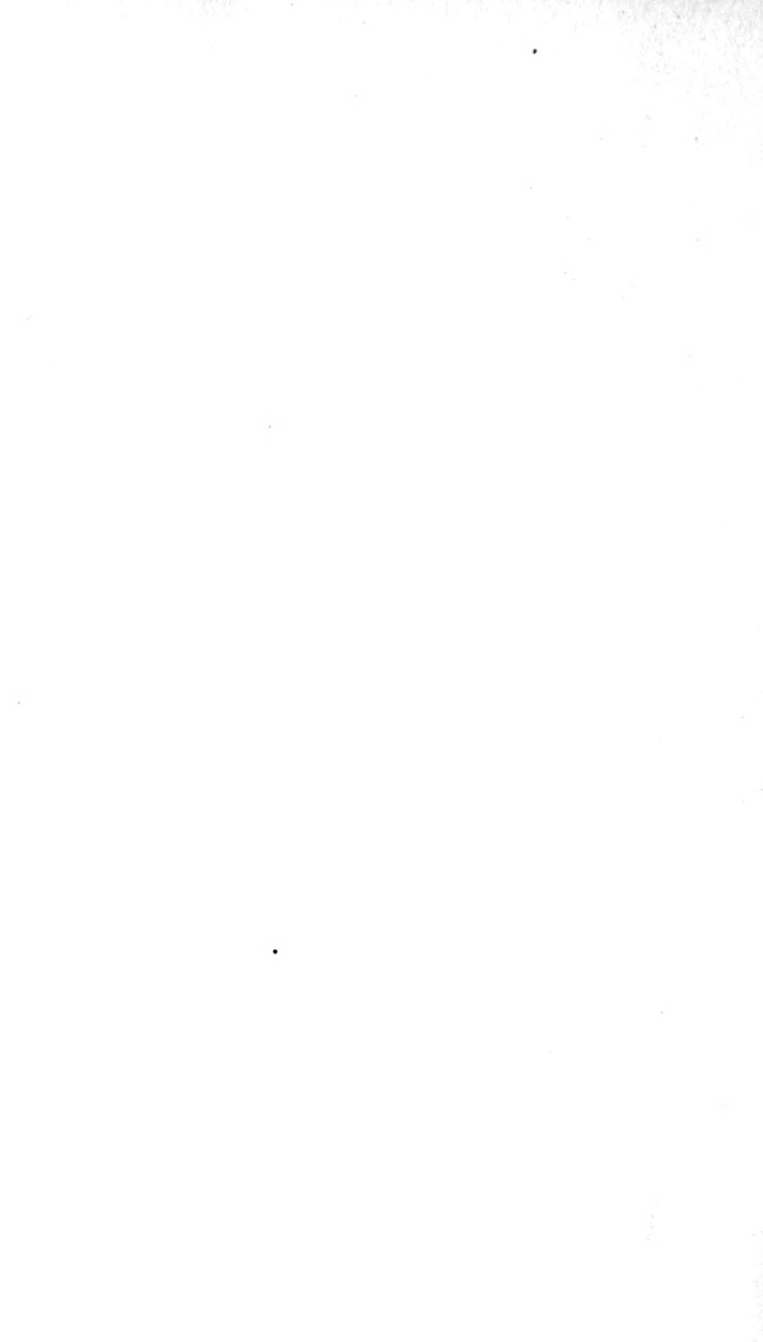
ARTICULATION

In drawing this discussion of the functions, organisation, and administration of the sub-preparatory boarding-school to a close, we should glance once more at the object of the pursuit—the all-sided preparation of the boy for his next step in life—the secondary school.

At the age of fourteen or fifteen, the boy has reached the full period of puberty, he has come to a very full consciousness of sex, and with his rapid mental and physical growth at this time, the world seems to open before him in a new light. He is tired of being with little boys; he ignores them most haughtily; he feels he belongs with the older fellows in the upper school, and he is right. The time has come for him to change. It is a change too; not merely the passing from one form to another, but the stepping from one environment into a new life. His lessons from now on must be learned in a different way, and, for a different purpose, for the golden shore of college is the goal he has in mind. And if the work of the lower school has been sincere, and true, and thorough, we shall find him a well-developed boy, ready of mind,

strong of body, and resolute in character—perfectly equipped for three or four years of work in the college-preparatory school and then, for him, it will be Harvard, or Princeton, or Yale, or even that still greater university—the World! Can it be that any boy thus educated—educated in the fullest meaning of the word—will fail of success in life? To a rugged constitution, heredity and disease present no fear, to the mind self-controlled, dissipation offers no allurements. Physically robust, mentally expanded, morally firm, socially superior, the boy matured can meet the world—a God-fearing man, a valuable citizen, and one worthy to be the father of generations to come.

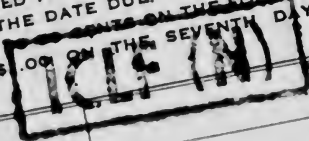
And so the articulation between one school and the next takes place—not in a continuation of just the same subjects, or methods, or ideals, but in a complete and symmetrical preparation for the activities, the emotions, and the successes, of adolescence.



THIS BOOK IS DUE ON THE LAST DATE
STAMPED BELOW

AN INITIAL FINE OF 25 CENTS

WILL BE ASSESSED FOR FAILURE TO RETURN
THIS BOOK ON THE DATE DUE. THE PENALTY
WILL INCREASE .00 ON THE SEVENTH DAY
DAY AND TO \$.00 ON THE SEVENTH DAY
OVERDUE.



OCT 8 1943

APR 15 1957

RECEIVED

APR 4 '68 - 5

LOAN DEPT

JAN 2 1984

RETD DEC 19 1983

200
C
100 a
men

1B 05361

296662

LC47

H6

Holden

UNIVERSITY OF CALIFORNIA LIBRARY

